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## Information

### *Educator Preparation Committee*

### **Annual Report on Passing Rates of Commission-Approved Examinations from 2016-17 to 2020-21**

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**Executive Summary:** This agenda item reports the passing rates of Commission-approved examinations. For each examination, the purpose of the examination, its structure, the scoring process, the examination volume, the first-time passing rate, and the cumulative passing rate are discussed. When available, the passing rate by demographic data is also discussed.

**Recommended Action:** For information only

**Presenter:** Mike Taylor, Consultant, Professional Services Division

#### **Strategic Plan Goal**

##### ***I. Educator Quality***

- b) Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners

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# Annual Report on Passing Rates of Commission-Approved Examinations from 2016-17 to 2020-21

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## Introduction

This agenda item presents the passing rates for Commission on Teacher Credentialing (Commission) approved examinations over the past five years from 2016-17 through 2020-21. The statutory basis and purpose of each examination, the structure, the scoring process, the volume, and the first-time and cumulative passing rates are discussed in detail. Additional data tables referenced throughout this item are presented in the appendices to this agenda item.

## Background

The Commission issues credentials, certificates, and permits that authorize service as a teacher, administrator, counselor, or other professional service provider in California's public schools. Pursuant to the requirements of applicable state statutes, California uses a series of Commission-approved examinations to assess candidates' competencies in basic skills, subject matter proficiency, and professional knowledge.

## Availability of Examinations

The majority of Commission examinations are offered year-round on-demand at the contractor's computer-based testing sites, which are located throughout California, in all other states, at overseas locations, and by arrangement at military bases overseas. Additionally, most of the Commission's high-incidence exams are available for online proctoring at an examinee's home or office. When examinations cannot be available on-demand due to lower candidate volume or exam type, they are offered during several testing windows throughout the year. The Commission's [examination website](#) provides specific details for each examination and its availability throughout the testing year.

## Resources for Examinees – The Commission Examinations Website

Using the [examinations website](#) and linked resources, examinees can find a wealth of information about each of the Commission's examinations that can help candidates understand how to register for assessments, how to prepare for passing each examination, and what to expect on testing day. Information is provided for candidates with documented disabilities on how to request testing accommodations. Information is also provided about the test design and format, the content eligible to be included on the examination, testing fees, minimum passing scores, and an explanation of the test results report candidates can expect to receive after testing. Additionally, examinees are provided with links to preparation materials for each examination, including the details of the content measured by each examination, sample questions and answers, practice tests, study references, and computer-based testing tutorials. While commercial preparation materials and courses are also offered by various companies and entities unrelated to the Commission, it is important to note that the Commission does not review or endorse any commercially-prepared or published test preparation materials or courses other than what is provided on the examinations website.

### **Basic Skills Examinations**

Candidates for most credentials, certificates, and permits are required to demonstrate proficiency in basic reading, mathematics, and writing skills. Pursuant to Education Code (EC) sections 44252(b) and 44252.5, the California Basic Educational Skills Test (CBEST) is one approved method used to verify basic proficiency in reading, mathematics, and writing to meet this requirement. The other Commission-approved options for meeting the Basic Skills Requirement, including new coursework options, are provided in the [leaflet available on the Commission's website](#). Candidates who have not yet met this requirement are also required to take a basic skills exam for diagnostic purposes prior to admission to a program of professional preparation and must pass the examination or meet the basic skills requirement by any of the Commission-approved options prior to certification. The CBEST was first administered in 1982.

### **Subject Matter Competency Examinations**

Current law requires preliminary multiple or single subject teaching credential candidates to demonstrate competency in the content area(s) they will teach. Education Code historically required all candidates for a preliminary teaching credential to meet the subject matter requirement either by completing a Commission-approved subject matter program (EC §44310) or by passing the appropriate California Subject Examinations for Teachers (CSET) content area examination (EC §44280). More recently college coursework and degree-matching options also became available to teacher credential candidates for meeting the subject matter requirement. Education Specialist candidates must demonstrate competency in a core academic area and may use the CSET to do so. Both the Commission-approved subject matter programs and the CSET series of examinations are aligned with the state's TK-12 student academic content standards. It is important to note that pursuant to EC section 44291, the CSET examinations must measure candidates' objective subject matter knowledge, skills, and abilities, and do not assess candidates' pedagogical knowledge of how to teach that particular subject to TK-12 students.

The CSET was first administered in 2003. Additional CSET examinations have been added as needed over the years for additional credentials and authorizations. From 2015 to 2017 Commission staff worked with the Commission's examinations contractor to update the CSET: Science examinations (Life Science, Chemistry, Earth and Space Sciences, Physics, and Foundational-Level General Science) to align with the Next Generation Science Standards (NGSS). Commission staff are currently working with the examinations contractor to update the CSET exams for Art, Music, and Multiple Subject Subtest III. And new subject matter assessments for Theatre and Dance were recently launched for candidates to use to meet the subject matter requirement for the new Dance and Theatre credentials.

### **Reading Instruction Competence Assessment (RICA)**

The Reading Instruction Competence Assessment (RICA) is designed to test professional knowledge about the teaching of reading. All multiple subject and education specialist teacher preparation programs are required to include instruction in the teaching of reading in their methodology courses. Pursuant to EC sections 44283 and 44259(b)(4), California candidates for these credentials must pass the RICA before they are recommended for a preliminary credential. Passage of the RICA is not a requirement for the single subject teaching credential. The RICA was first administered in 1998 and then revised in 2009. The content of the RICA is

aligned by current statute with a Reading Advisory published by the California Department of Education in 1995.

RICA was recently re-structured into a three-subtest format, so that examinees attempting to pass the RICA only need to retake the subtests they have not yet passed. Because the new subtest model of RICA was so recently implemented, examination and passing rate data for the three-subtest version of RICA will not appear in this report. The timeframe for this report falls before the implementation of the new RICA. Passing rates for the three-subtest version of RICA will appear in future versions of this report.

### **Other Assessments**

Pursuant to EC section 44253.5, the California Teachers of English Learners (CTEL) examination is used by candidates other than those prepared in SB 2042 teacher preparation programs (e.g., out-of-state candidates) or prepared through other previously available English-learner preparation options to demonstrate they have the level of knowledge and skills required to effectively teach English learners (EL).

For candidates seeking a bilingual authorization via examination, also in accordance with the provisions of EC section 44253.5, the bilingual-specific subtests of the CSET: World Language examinations are used to demonstrate bilingual language, pedagogical methodology, and cultural knowledge and skills.

The National Evaluation Series (NES) Assessment of Professional Knowledge (APK) currently satisfies a part of the pedagogical portion of the Early Completion Option of the intern program for multiple subject and selected single subject credential candidates, pursuant to EC section 44468. The NES was adopted by the Commission beginning in 2013. The NES is owned and administered by the Evaluation Systems group of Pearson and is not a Commission-owned examination.

The California Preliminary Administrative Credential Examination (CPACE) was originally developed in 2011 as a custom California assessment for the examination option for earning a Preliminary Administrative Services Credential, pursuant to EC section 44270.5(a)(3). The Commission updated the CPACE in 2015 to include both updated content assessment and performance assessment components.

### **Caveats about the Data**

Passing rate data are based on examinees' test scores. When the total number of examinees for a given examination is fewer than 10, pass rate data is not be reported. Preparation and demographic data are self-reported by examinees, and thus these data may not be available for all candidates or all questions; they may also not be an accurate reflection of actual candidate demographics. Whenever demographic variables are available, the passing rate by demographic variables such as gender, ethnicity, educational level, preparation, and parents' education levels are presented in the appendices. Again, these data are self-reported by examinees and may not be an accurate reflection of actual candidate demographics or characteristics.

## **A Note on Testing Bias**

In the field of large-scale assessments, differential passing rates by subgroups are not considered bias in and of themselves. Commission examinations are designed, in part, to uncover differences in scores according to various subgroups, particularly groups based on race and ethnicity, to help understand gaps in education among the population of candidates coming into teacher preparation. Processes to avoid bias are built into the Commission's examination development and administration processes, including a Bias Review Committee which reviews all test content and questions for potential bias, making changes, suggestions, and even eliminating questions if necessary, and differential item functioning (DIF) analysis, which more deeply compares question-level responses of members of various subgroups to flag for potential bias after test administration. The Commission employs these procedures specifically to reduce measurement error that might be caused by bias so that results by gender, race, and ethnicity can be accurately reported.

## **Definition of Terms**

Some of the commonly used terms in this agenda item are:

- Cohort – a group of examinees who took a particular examination in a particular year.
- Criterion-referenced test – a test designed to measure an examinee's knowledge and skills in relation to an established standard rather than in relation to the performance of other examinees. Examinees who possess the knowledge and skills being measured are expected to perform well.
- Cumulative passing rate – the number of examinees who have passed the examination divided by the number of examinees who have taken all sections or subtests of the examination. Cumulative passing rate takes into account the fact that examinees can take the examination as many times as needed in order to pass. Please note that the 2020-21 cohort for any examination has had fewer opportunities to retake the examination at the time of preparation of this report than prior cohorts, which would affect the cumulative passing rate.
- First-time passing rate – the number of examinees who passed all sections or subtests of the examination the first time they took each divided by the total number of first-time examinees who took all sections or subtests.

## **Institutional Data Reports**

Institutional data reports are generated by the Commission's examinations contractor. Candidates are able to choose which institutions will receive their score and data at the time of registration. The Commission determines which institutions are authorized score report recipients by identifying the Commission-approved institutions for each of the assessments, and those institutions are listed in each examination registration bulletin under "Score Reporting Institutions." The individual at each authorized score recipient institution who receives the reports is determined by that institution, and each year the Commission's examinations contractor requests updated institutional contact information. Institutions may contact the contractor to update their score reporting contact information as necessary.

Score reports are provided following each test administration and include data for examinees who selected that institution as a score recipient. The institutional score reports are posted one

week after the examinee score data are available and can be accessed by the institution's contact person from a secure, password-protected website. Examinees own their scores and their score data, and they determine at the time of registration which institutions can access their scores. Institutions cannot access the scores of candidates who have not selected that institution as a score recipient. Therefore, aggregated score data for a particular institution may not reflect all candidates who are attending or who have attended that program or institution. Information about examinee scores is made available to the institutions as described above. The files available for downloading include the following:

- Instruction manual
- Examinee roster report
- Institution and statewide summary report

Summary statistics are provided for the institution based on all examinees who selected that institution as a score recipient when they registered, and may include:

- Number of examinees tested
- Number and percentage of examinees passing or not passing
- Performance by skill area

Individual examinee information provided for examinees who selected that institution as a score recipient when they registered may include:

- Name and other identifying information
- Test administration date
- Tests/subtests taken
- Passing status
- Scaled scores for tests not passed
- Multiple choice section performance
- Constructed-response section performance
- Performance by skill area

All of the Commission examinations are criterion-referenced and measure the examinees' knowledge and skills in relation to an established standard rather than in relation to the performance of other examinees. Examinees are provided with scaled scores only if they do not pass an examination, except for the CBEST where all examinees receive their scores since the examination is compensatory across the three content areas. Examinees who pass an examination are notified only that they passed. Candidates who pass the assessment are not provided their actual scores because the assessment is a minimum competency, criterion-referenced assessment. The Commission sets a minimum passing score, and an examinee is only required to meet this minimum passing score for purposes of licensure. Psychometric validity for the use of scores above the minimum passing score has not been established, nor has the use of such scores for other purposes beyond meeting the Commission's minimum passing requirements been established.

At its June 2016 meeting, the Commission acted to extend the period of test score validity from five years to ten years. As of April 2017, scores for all Commission examinations became valid for use toward a California credential for ten years from the date of test administration. The

only exception is the CBEST, for which passing scores remain valid and may be used indefinitely toward earning a credential.

### **Report Contents**

The report is organized by examination type. The following information is included for each examination

- a description of the examination and its purpose,
- scoring information,
- number of examinees, and
- first time and cumulative passing rates.

Self-reported candidate demographic and preparation data and associated passing rates for each examination can be found in the [appendices](#).

## Report on Individual Commission Examinations

### **CBEST: California Basic Educational Skills Test**

The California Basic Educational Skills Test (CBEST) measures basic proficiency in reading, mathematics, and writing. The examination is given in English and all responses must be in English. Verifying basic skills proficiency is a requirement for nearly all credentials, certificates, and permits. California Education Code sections 44252 and 44252.6 allow several options for individuals to meet the Basic Skills Requirement. Currently individuals can demonstrate basic skills proficiency by

- passing the CBEST; or
- passing a basic skills examination from another state; or
- passing the CSET: Multiple Subjects plus the CSET: Writing Skills Test; or
- achieving qualifying scores on the SAT or ACT; or
- achieving a qualifying score on College Board Advanced Placement (AP) examination; or
- passing both the math and the English sections of the California State University (CSU) Early Assessment Program (EAP); or
- passing both of the CSU placement examinations: English Placement Test and Entry Level Mathematics. Although these examinations are no longer administered by the CSU, candidates who previously passed the examinations may still use those scores to meet the basic skills requirement; or
- providing transcripts of coursework necessary to meet the basic skills requirement; or
- using a combination of qualifying coursework and examination scores

The CBEST consists of three sections – reading, mathematics, and writing. Each section assesses basic skills and concepts important to performing the job of an educator in California. At each administration, examinees can take one, two, or three sections of the test during a single four-hour testing session. No individual test section is timed. The computer-based CBEST is available on-demand throughout the year at the contractor’s computer-based testing centers and via online proctoring. Candidates who are not successful on a given subtest or subtests must wait 45 days from the date of testing to retake the examination.

#### *Reading Section*

The CBEST Reading section consists of 50 multiple-choice questions - 40 “scorable” questions used to determine a candidate’s score, and 10 “nonscorable” questions that are being field-tested for possible use in the future and which are not used to determine the candidate’s score. The questions assess the candidate’s ability to comprehend information presented in written passages, tables, and graphs. Two major skill areas are covered: (a) critical analysis and evaluation, and (b) comprehension and research skills. Approximately 40 percent of the questions assess critical analysis and evaluation skills and approximately 60 percent assess comprehension and research skills.

#### *Mathematics Section*

The CBEST Mathematics section consists of 50 multiple-choice questions - 40 “scorable” and 10 “nonscorable.” The questions require the candidate to solve mathematical problems and most are presented as word problems. The questions assess skills in three major areas: (a)

estimation, measurement, and statistical principles; (b) computation and problem solving; and (c) numerical and graphic relationships. Approximately 30 percent of the questions are from skill area (a), 35 percent from skill area (b), and 35 percent from skill area (c).

### *Writing Section*

The CBEST Writing section assesses the candidate’s ability to write effectively. Candidates are provided two essay topics and are asked to write a response to each. One of the topics requires a written analysis of a specific situation or statement; the other asks the candidate to write about a personal experience. Examinees are not expected to demonstrate specialized knowledge of any topic in their response.

### **Scoring of the CBEST**

The Reading and Mathematics sections of the CBEST consist entirely of multiple-choice questions that are machine-scored. A raw score for each of these sections is calculated by totaling the number of questions answered correctly. There is no penalty for incorrect answers. The raw scores are then converted to scaled scores. The Writing section consists of two essays, each of which is double-scored by qualified, calibrated scorers, using a holistic rubric that ranges from a low score of one to a high score of four. The scores from both essays are summed, yielding a Writing section raw score that can range from 4 to 16. The raw score is then converted to a scaled score. The total score is obtained by adding the Mathematics, Reading, and Writing scaled scores together. The Commission-adopted minimum passing standard for the CBEST is a total score of 123.

**Table 1: CBEST State Passing Score Standard and Score Range**

<b>Sections</b>	<b>State Passing Score Standard</b>	<b>Score Range</b>
Reading Mathematics Writing	a scaled score of 41 in each of the three sections (a score as low as 37 on any section is acceptable if the minimum total score is 123)	20 – 80 for each section

### **Examination Volume**

The volume of CBEST examinations administered has decreased somewhat dramatically over the last five years, particularly in the last two years. The relatively low number of examination administrations during the 2019-2020 academic year (40,375) can be partially explained by the unavailability of exams due to closure of the test centers from March until May 2020 during the initial phase of the COVID-19 pandemic. Additionally, executive orders issued by the Governor intended to provide additional flexibility for credential candidates to meet the basic skills requirement later in their preparation process likely delayed many CBEST administrations that might otherwise have occurred in 2020 and 2021. However, the total number of CBEST administrations has declined each year since 2016.

Table 2 provides the number of CBEST test sections administered for the past five testing years. These data include all examinees who took the CBEST either within or outside California.

**Table 2: Number of CBEST Test Sections Administered, 2016-21**

Testing Year	Number of total CBEST (all three sections at one time) Administrations	Number of Reading Test Sections Administered	Number of Mathematics Test Sections Administered	Number of Writing Test Sections Administered
2020-21	42394	27690	28296	29201
2019-20	40375	30298	30994	32617
2018-19	60786	45702	46478	49200
2017-18	61839	47291	47668	50830
2016-17	63069	49516	50131	52339

**Preparation and Demographic Data**

The preparation and demographic data for the CBEST are presented in [Appendix A1: CBEST Preparation and Demographic Data, 2016 to 2021](#). More than 70 percent of examinees reported having a bachelor’s degree or higher. Almost one-quarter had not yet earned a bachelor’s degree, but eight percent reported having a master’s degree. Almost 25 percent reported currently attending college. Thirteen percent of examinees reported that it had been more than ten years since they attended college.

Nearly two-thirds of CBEST examinees reported that they were currently enrolled in a professional preparation program and another 12 percent reported they were considering enrollment in a professional preparation program. More than 40 percent of examinees who answered the background questions reported taking the examination in order to obtain a teaching credential and another forty percent reported that the reason for taking the CBEST was for full-time or part-time employment or for substitute teaching.

Nearly all examinees who responded to the background questions reported that English is their best language of communication. Less than one third of the examinees were male, and far more than half of examinees reported their ethnicity as something other than “white.”

**Passing Rate**

Table 3 shows data for both First-Time and Cumulative Passing Rates for each of the recent five cohorts, 2016-17 through 2020-21. The total number of examinees who completed all three sections, number passed, and percent passed are provided below.

**Table 3: CBEST All Three Sections – First-Time and Cumulative Passing Rates, 2016-21**

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2016-2021	152316	98775	64.8	152316	125254	82.2
2020-21	20018	12965	64.8	20018	15002	74.9
2019-20	22908	14955	65.3	22908	18324	80
2018-19	34547	21803	63.1	34547	28320	82
2017-18	36442	23623	64.8	36442	30765	84.4
2016-17	38401	25429	66.2	38401	32843	85.5

The statewide first-time pass rates range from approximately 63% to 66% during the five years reported. The cumulative pass rate for each cohort will increase over time since there is more time and more administrations for an individual to take the assessment. Previous years' cohorts have had more time to retake any sections they may not have passed.

Table 4 presents First-Time and Cumulative Passing Rates for the Reading section for the past five years.

**Table 4: CBEST Reading Section – First-Time and Cumulative Passing Rates, 2016–21**

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2016-2021	156024	124324	79.7	156024	134255	86
2020-21	21580	16980	78.7	21580	17751	82.3
2019-20	23486	18876	80.4	23486	20148	85.8
2018-19	35230	27626	78.4	35230	30145	85.6
2017-18	36971	29844	80.7	36971	32366	87.5
2016-17	38757	30998	80	38757	33845	87.3

Table 5 provides data for First-Time and Cumulative Passing Rates for the Mathematics section for the past five years.

**Table 5: CBEST Mathematics Section – First-Time and Cumulative Passing Rates, 2016–21**

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2016-2021	155368	118455	76.2	155368	130143	83.8
2020-21	21333	15643	73.3	21333	16468	77.2
2019-20	23432	18032	77	23432	19470	83.1
2018-19	35123	26343	75	35123	29390	83.7
2017-18	36884	28185	76.4	36884	31418	85.2
2016-17	38596	30252	78.4	38596	33397	86.5

Table 6 provides data for First-Time and Cumulative Passing Rates for the CBEST Writing Section for the past five years.

**Table 6: CBEST Writing Section – First-Time and Cumulative Passing Rates, 2016-21**

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2016-2021	153845	102907	66.9	153845	116114	75.5
2020-21	20987	14499	69.1	20987	15535	74
2019-20	23331	15759	67.5	23331	17579	75.3
2018-19	34786	22671	65.2	34786	25940	74.6
2017-18	36618	24412	66.7	36618	27877	76.1
2016-17	38123	25566	67.1	38123	29183	76.5

Table 7 shows the first time and cumulative passing rates each of the three sections of the examination over the past five years.

**Table 7: CBEST – First-Time and Cumulative Passing Rates, 2016-21**

Test Section	First-Time Pass Rate	Cumulative Pass Rate
Reading	79.7	86.0
Math	76.2	83.8
Writing	66.9	75.5
CBEST all sections	64.8	82.2

**Passing Rates by Demographic Data**

The passing rates by preparation and demographic data are presented in [Appendix A2: CBEST First-Time and Cumulative Passing Rate by Demographic Variables, 2016 to 2021](#). First-time and cumulative passing rates by gender and ethnicity are shown in Tables 8 and 9.

**Table 8: CBEST All Three Sections – First-Time and Cumulative Passing Rates by Gender, 2016-21**

Gender	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	152316	98775	64.8	152316	125254	82.2
Female	105998	66010	62.3	105998	85647	80.8
Male	44422	31318	70.5	44422	37938	85.4
Nonbinary	149	116	77.9	149	129	86.6
Decline to state	1747	1331	76.2	1747	1540	88.2

**Table 9: CBEST All Three Sections – First-Time and Cumulative Passing Rates by Ethnicity, 2016-21**

Ethnicity	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	152316	98775	64.8	152316	125254	82.2
African American	9129	4218	46.2	9129	6153	67.4
Asian American	5592	3640	65.1	5592	4401	78.7
Filipino	3816	2356	61.7	3816	3001	78.6
Southeast Asian	3094	1728	55.9	3094	2327	75.2
Pacific Islander	699	457	65.4	699	578	82.7
Mexican American	36987	19565	52.9	36987	28385	76.7
Latino	14113	7376	52.3	14113	10556	74.8
Native American	899	571	63.5	899	719	80
White	60906	47998	78.8	60906	55439	91
Other	9717	5580	57.4	9717	7339	75.5
No Response	7364	5286	71.8	7364	6356	86.3

Overall, the first-time passing rates based on educational background varied by high school preparation, high school grade point average, college preparation, and college grade point average. This information and more are available in the [appendices](#) of this item.

### **CSET: California Subject Examinations for Teachers**

With the exception of the bilingual assessments and the optional Writing Skills assessment, the California Subject Examinations for Teachers (CSET) tests measure the candidate's competency in the subject matter they will be authorized to teach. The CSET series includes CSET: Multiple Subjects and CSET: Single Subjects. The CSET: Multiple Subjects examination consists of three subtests and an optional Writing Skills subtest, and the CSET: Single Subjects examinations consist of two to five subtests, depending on the candidate's subject area. All of the CSET examinations consist of both multiple-choice and constructed-response items with the exception of certain less-commonly taught World Languages, which consist entirely of constructed response questions. Examinees can choose to take one or more subtests of a given content area within a single testing session.

The CSET examination option was expanded for less commonly taught languages to include a combination of specific CSET language subtests plus a local target language skills assessment administered by agencies approved by the Commission. This process is currently used for candidates seeking a World Language teaching credential in Hebrew, Hindi, Italian, Portuguese or Turkish.

### **Recent CSET Revisions**

Commission staff work with the Commission's examinations contractor to update CSET examinations from time to time. For example, staff recently worked with the contractor to develop CSET exams for the new credential areas of Theatre and Dance, as well as updating existing CSET exams for Music, Art, and the Multiple Subjects Subtest III to align with the 2019 California Arts Standards for Public Schools adopted by the State Board of Education. Results for these not-yet-complete CSET examinations will be contained in future versions of the report.

The Commission's examinations contractor completed work in 2017-18 with California content expert advisory panels to revise the CSET: Multiple Subjects Subtest II and CSET: Science examinations to align them more closely with the Next Generation Science Standards adopted by the State Board of Education. This activity represented a range of work from revising subject matter requirements and developing new questions to establishing new passing score standards adopted by the Commission. Updated examinations in science were launched during the 2017-18 academic year.

**Table 10: Domains, Number of Subtests and Item Types for CSET Examinations**

<b>CSET Examination</b>	<b>Domains Measured</b>	<b>Number of Subtests</b>	<b>Number of MC Items</b>	<b>Number of CR Items</b>
Agriculture	Plant and Soil Science; Ornamental Horticulture; Animal Science; Environmental Science and Natural Resource Management; Agricultural Business and Economics; Agricultural Systems Technology	3	120	9
Art	Aesthetic Valuing; Historical and Cultural Context of the Visual Arts; Artistic Perception; Creative Expression; Connections, Relationships, and Applications; History and Theories of Learning in Art	2	90	8
Business	Business Management; Marketing; Accounting and Finance; Economics; Information Technology; Business Environment and Communication	3	120	6
Dance (new exam, no data yet for this report)	Creating; Performing; Responding; Connecting	2	80	5
English	Reading Literature and Informational Texts; Composition and Rhetoric; Language, Linguistics, and Literacy; Composition and Rhetoric; Reading Literature and Informational Texts; Communications: Speech, Media, and Creative Performance	4	100	6
English Language Development	Knowledge of English learners in California and the United States; Applied Linguistics; Cultural Foundations; Foundations of English Learner Education in California and the United States; Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency	3	100	7
Health Science	Foundations of Health Education; Human Growth and Development; Chronic and Communicable Diseases; Nutrition and Fitness; Mental and Emotional Health; Alcohol, Tobacco, and Other Drugs; Family Life and Interpersonal Relationships; Consumer and Community Health; Environmental Health	3	120	5

<b>CSET Examination</b>	<b>Domains Measured</b>	<b>Number of Subtests</b>	<b>Number of MC Items</b>	<b>Number of CR Items</b>
Home Economics	Personal, Family, and Child Development; Nutrition, Foods, and Hospitality; Fashion and Textiles; Housing and Interior Design	3	120	7
Industrial and Technology Education	Nature of Technology; Power and Energy; Information and Communication; Project and Product Development	2	120	6
Mathematics* I	Number and Quantity; Algebra		35	3
Mathematics* II	Geometry; Probability and Statistics		35	3
Mathematics* III	Calculus		30	2
Multiple Subjects	Reading, Language, and Literature; History and Social Science; Science; Mathematics; Physical Education; Human Development; Visual and Performing Arts	3	143	11
Music	Artistic Perception; Historical and Cultural Foundations; Aesthetic Valuing; Creative Expression; Connections, Relationships, and Applications; Music Methodology and Repertoire	3	125	7
Physical Education	Growth, Motor Development, and Motor Learning; The Science of Human Movement; The Sociology and Psychology of Human Movement; Movement Concepts and Forms; Assessment and Evaluation Principles; Professional Foundations; Integration of Concepts	3	120	5
Science** I	Scientific Practices, Engineering Design and Applications, and Crosscutting Concepts		33	1
Science** I	Physical Sciences		23	1
Science** I	Life Sciences		22	1
Science** I	Earth and Space Sciences		22	1
Science** II	Concentration: Life Science		50	3
Science** II	Concentration: Chemistry		50	3
Science** II	Concentration: Earth and Space Sciences		50	3
Science** II	Concentration: Physics		50	3
Social Science	World History; World Geography; U.S. History; U.S. Geography; Civics; Economics; California History	3	118	8
Theatre (new exam, no data)	Creating; Performing; Responding; Connecting	2	80	5

<b>CSET Examination</b>	<b>Domains Measured</b>	<b>Number of Subtests</b>	<b>Number of MC Items</b>	<b>Number of CR Items</b>
yet for this report)				
WL: American Sign Language	Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; General Linguistics; Linguistics of the Target Language –American Sign Language (Language Structures; Contrastive Analysis; Sociolinguistics and Pragmatics); Linguistics of the Target Language –American Sign Language (Error Analysis); Language and Communication: Receptive Comprehension; Language and Communication: Expressive Production	3	78	8
WL: Arabic, Armenian, Farsi, Filipino, Hmong, Khmer	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; Language and Communication: Oral Expression; Language and Communication: Listening Comprehension; Language and Communication: Reading Comprehension; Language and Communication: Written Expression; Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment; Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts	5	50	18
WL: Cantonese	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; Language and Communication: Listening Comprehension; Language and Communication: Reading Comprehension; Language and Communication: Written Expression; Language and Communication: Oral Expression; Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment; Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts	5	110	18
WL: French, German,	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and	3	110	10

<b>CSET Examination</b>	<b>Domains Measured</b>	<b>Number of Subtests</b>	<b>Number of MC Items</b>	<b>Number of CR Items</b>
Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, Vietnamese	Traditions; Cultural Analysis and Comparisons; Language and Communication: Oral Expression; Language and Communication: Listening Comprehension; Language and Communication: Reading Comprehension; Language and Communication: Written Comprehension			
WL: Hebrew, Hindi, Italian, Portuguese Turkish***	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons	1	-	6
Writing Skills	Expository Writing; Expressive Writing	1	0	2

\* Successful completion of the full CSET: Mathematics examination requiring all three subtests would authorize a candidate who meets all requirements for the authorization to teach all mathematics coursework. The CSET: Foundational-Level Mathematics examination requiring subtests I and II authorizes teaching only in limited mathematics content areas: general mathematics, algebra, geometry, probability and statistics, and consumer mathematics.

\*\*The CSET: Science subtest I covers general science content while subtest II covers the candidate's area of concentration. A credential in this subject matter based on subtest I and the specific science in subtest II authorizes teaching general and integrated science and the area of concentration. Foundational-Level General Science requires subtest I, and the credential authorizes teaching only in general, introductory, and integrated science (integrated science through Grade 8 only).

\*\*\*To use the CSET examinations in Hebrew, Hindi, Italian, Portuguese, and Turkish toward certification, the individual must also pass the language and communication skills examinations offered by other entities approved by the Commission

[Appendix B1](#) shows detailed information about the numbers of subtests, individual domains measured, and item types for each of the CSET subject areas.

### **Scoring of the CSET**

Candidates must earn a passing score on each of the examination's subtests to pass the entire CSET. Each subtest is scored separately. For each subtest, an individual's performance is evaluated against an established standard. Passing status is determined based on total subtest performance. The total subtest score is based on the number of raw score points earned on each section (multiple-choice section and/or constructed-response section) and the weighting of each section. Raw scores are converted to a scale of 100 to 300, with the scaled score of 220 representing the minimum passing score for each subtest. Although candidates may retake subtests on which they are not successful, candidates cannot combine scores across different administrations of the same subtest(s) but must pass each subtest in its entirety based on a single testing session.

## Examination Volume

As described above, some CSET examinations have been updated in recent years to align more closely with updated academic content standards for students. The updated versions are technically new examinations because they contain new and revised questions that measure additional content which was not measured by the previous versions of the exams and thus are shown on separate rows in the tables below. The CSET: Science and CSET: Multiple Subjects examinations were updated during the last five years to align with the Next Generation Science Standards, because of this, the previous versions and the current versions of these exams are listed in separate rows in the tables below.

More than 400,000 examinees have taken subject matter examinations since the inception of the CSET in 2003. Of the total examinees, about half have been multiple subject examinees.

**Table 11: CSET Multiple and Single Subjects – Total number of examinees (Total Attempts), 2016-21**

CSET Examination	Since Inception	2016-17	2017-18	2018-19	2019-20	2020-21
All Examinees	439,295	17,573	21,553	18,827	13,166	14,832
Agriculture	312	20	18	26	14	15
Art	3,641	260	234	230	137	211
Business	834	31	36	29	18	14
English	10,221	1,574	1,572	1,527	1,093	1,360
English Language Development	159	22	34	23	20	19
Health Science	4117	150	146	154	113	138
Home Economics	600	29	24	18	7	9
Industrial and Technology Education	1,039	102	91	65	42	28
Mathematics	3,071	374	538	513	415	483
Multiple Subjects (2014)	28,279	8,838	1,189	113	24	13
Multiple Subjects (Updated 2017)	31,701		10,043	9,005	6,095	6,558
Music	2,094	128	142	153	95	137
Physical Education	10,171	636	721	689	457	605
Science: Biological Sciences (Original 2003)	13,656	739	60			
Science: Life Sciences (Updated 2017)	2,892		791	807	589	705
Science: Chemistry (Original 2003)	5,632	239	27			
Science: Chemistry (Updated 2017)	1,121		244	320	254	303
Science: Geosciences (Original 2003)	4,403	107	15			

<b>CSET Examination</b>	<b>Since Inception</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Science: Earth and Space Science (Updated 2017)	461		101	127	104	129
Science: Physics (Original 2003)	3,362	128	22			
Science: Physics (Updated 2017)	629		138	186	143	162
Social Science	31074	1,279	1,416	1,327	957	1,131
WL: American Sign Language	356	15	22	26	10	27
WL: Arabic	71	3	4	3	1	2
WL: Armenian	25	3	1	0	2	1
WL: Cantonese	15	0	0	2	0	N/A
WL: Farsi	12	0	1	0	0	N/A
WL: Filipino	70	1	2	3	1	2
WL: French	932	31	43	38	25	21
WL: German	121	5	4	3	3	5
WL: Hebrew	5	0	0	0	0	N/A
WL: Hindi	10	1	0	1	1	N/A
WL: Hmong	33	3	2	1	0	2
WL: Italian	77	5	6	8	2	N/A
WL: Japanese	235	5	9	16	7	5
WL: Khmer	3	0	0	0	0	1
WL: Korean	264	11	20	20	10	12
WL: Mandarin	1,381	60	74	51	44	31
WL: Portuguese	30	1	5	4	1	7
WL: Punjabi	26	1	1	1	1	5
WL: Russian	63	2	2	1	0	3
WL: Spanish	6,388	208	304	321	234	262
WL: Turkish	8	0	2	0	1	1
WL: Vietnamese	102	11	7	4	4	4
Writing Skills	11,628	436	414	321	288	374

Table 12 shows the numbers of examinees who took the subtests for CSET: Mathematics and CSET: Science which are required to meet the subject matter requirement for foundational-level mathematics and foundational-level science credentials. Although candidates who pass the required subtests (subtests I and II for mathematics and subtest I for science) meet the requirements for Foundational-Level Mathematics and Foundational-Level Science authorizations, it is not currently possible to separate out the data for only those candidates who took these subtests for the purposes of obtaining a Foundational-Level Math or Science credential. Examinees for the full mathematics or science authorizations must also pass these subtests.

**Table 12: CSET Mathematics and Science (Foundational Level) – Total number of examinees, 2016-21**

CSET Examination	Since Inception	2016-17	2017-18	2018-19	2019-20	2020-21
Foundational Level Mathematics*	3,948	593	795	743	541	555
Foundational Level Science* (Updated 2017)	1,485		604	509	348	345
Foundational Level Science* (2003)	4,314	415	42			

\* These numbers incorporate all examinees who took only foundational level subtests and includes individuals seeking a foundational level credential and those seeking the broader mathematics or science authorization.

Table 13 presents annual passing rates and cumulative passing rates for multiple subjects and the single subjects. Note that for World Languages (WL), candidates for a Single Subject WL credential and candidates for a Bilingual Authorization take the same language subtest (subtest II or III, depending on the particular world language). It is not possible to separate these data for only those candidates who took these subtests for the purposes of obtaining a Single Subject credential or a Bilingual Authorization.

**Table 13: CSET – Annual (2020-21) and Cumulative (life of examination) Passing Rates**

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
All Examinations	14,832	10,387	70	43,9295	35,7145	81.3
Agriculture	15	6	40	312	183	58.7
Art	211	159	75.4	3,641	3,096	85
Business	14	5	35.7	834	478	57.3
English	1,360	1,010	74.3	10,221	8,605	84.2
English Language Development	19	0	0	159	17	10.7
Health Science	138	84	60.9	4,117	3,162	76.8
Home Economics	9	*	*	600	440	73.3
Industrial Technology Education	28	18	64.3	1,039	885	85.2
Mathematics	483	309	64	3,071	2,162	70.4
Multiple Subjects (Updated 2014)	13	10	76.9	28,279	25,717	90.9
Multiple Subjects (Updated 2017)	6,558	4,788	73	31,701	25,624	80.8
Music	137	113	82.5	2094	1939	92.6
Physical Education	605	348	57.5	10,171	7,469	73.4
Science: Life Sciences	705	537	76.2	2,892	2,307	79.8

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
Science: Chemistry	303	225	74.3	1,121	906	80.8
Science: Earth and Space Sciences	129	71	55	461	293	63.6
Science: Physics	162	108	66.7	629	433	68.8
Social Science	1,131	842	74.4	31,074	25,399	81.7
WL: American Sign Language	27	11	40.7	356	209	58.7
WL: Arabic	2	*	*	71	65	91.5
WL: Armenian	1	*	*	25	23	92
WL: Cantonese	N/A	N/A	N/A	15	10	66.7
WL: Farsi	N/A	N/A	N/A	12	10	83.3
WL: Filipino	2	*	*	70	66	94.3
WL: French	21	17	81	932	820	88
WL: German	5	*	*	121	97	81.2
WL: Hebrew	N/A	N/A	N/A	5	*	*
WL: Hmong	2	*	*	33	29	87.9
WL: Hindi	N/A	N/A	N/A	77	72	93.5
WL: Italian	N/A	N/A	N/A	10	8	80
WL: Japanese	5	*	*	235	195	83
WL: Khmer	1	*	*	3	*	*
WL: Korean	12	10	83.3	264	240	90.9
WL: Mandarin	31	29	93.5	1,381	1,290	93.4
WL: Portuguese	7	*	*	30	26	86.7
WL: Punjabi	5	*	*	26	15	57.7
WL: Russian	3	*	*	63	55	87.3
WL: Spanish	262	202	77.1	6,388	5,627	88.1
WL: Turkish	1	*	*	8	*	*
WL: Vietnamese	4	*	*	102	96	94.1
Writing Skills	374	315	84.2	11,628	9,884	85

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

Table 14 shows passing rates for examinees who took the subtests for CSET: Mathematics and CSET: Science which are required to meet the subject matter requirement for foundational-level mathematics and foundational-level science. Although candidates who pass the required subtests (subtests I and II for mathematics and subtest I for science) meet the requirements for Foundational-Level Mathematics and Foundational-Level Science authorizations, it is not currently possible to separate out the data for only those candidates who took these subtests for the purposes of obtaining a Foundational-Level Math or Science credential. Examinees for the full mathematics or science authorizations must also pass these subtests.

**Table 14: CSET Mathematics and Science (Foundational-Level) – Annual (2020-21) and Cumulative (life of examination) Passing Rates**

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
Foundational Level Mathematics*	555	269	48.5	3,948	2,143	54.3
Foundational Level Science*	345	213	61.7	1,485	896	60.3

\* These numbers incorporate all examinees who took only foundational level subtests and includes individuals seeking a foundational level credential and those seeking the broader mathematics or science authorization.

[Appendices B11 and B12](#) display the CSET: Multiple Subjects passing rates by selected demographic variables.

Table 15 shows annual and cumulative passing rates by gender and ethnicity, as self-reported by examinees.

**Table 15: CSET: All Examinations (total attempt) – Annual (2020-21) and Cumulative (life of examination) Passing Rates by Candidate-Reported Gender and Ethnicity**

CSET (all subject areas)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	14,832	10,387	70	439,295	357,145	81.3
Female	10,093	7,052	69.9	304,551	251,293	82.5
Male	4,446	3,102	69.8	12,9414	10,1344	78.3
Nonbinary	44	33	75	56	42	75
Decline to state	249	200	80.3	5,274	4,466	84.7
African American	572	280	49	18328	12,032	65.6
Asian American	1,958	1,464	74.8	48,141	38,837	80.7
Hispanic American	4,476	2,711	60.6	88,782	68,009	76.6
Native American	75	47	62.7	2,738	2,094	76.5
White	6,700	5,129	76.6	229,209	193,125	84.3

The cumulative passing rate was higher than the annual rate due to multiple testing opportunities. Passing rates differed by ethnicity, reason for taking the CSET, college/university training, and highest educational level. This information and more can be found in the appendices.

Examinees who reported taking the CSET to obtain an initial Multiple Subject Teaching Credential pass at a slightly higher rate than examinees who reported taking the exam to obtain an initial Education Specialist Teaching Credential, at 83 percent compared to 79 percent. It is interesting to note that across all of the CSET examinations, undergraduate students have the

highest passing rates compared to more educated examinees. Examinees who reported being a freshman, sophomore, junior, or senior in college have an overall cumulative passing rate of 83 percent. Compare this rate to the cumulative passing rate for examinees who reported having a master’s degree or higher, which is 77 percent.

[Appendix B](#) displays CSET: Single Subject passing rates by selected demographic variables. Similar to the CSET: Multiple Subjects, the passing rates differed by gender, ethnicity, GPA, reason for taking the CSET, college/university training, and highest education level attained.

### **National Evaluation Series (NES) Examinations**

The National Evaluation Series - Assessment of Professional Knowledge (NES-APK) examinations were adopted by the Commission in 2014 for use within the Early Completion Option (ECO) of Intern preparation programs. This examination assesses candidate pedagogical knowledge within specified content areas. Passing this examination allows ECO candidates to waive preparation coursework within the Intern program. The specific NES APK Assessments adopted by the Commission are shown below.

- National Evaluation Series (NES) Assessment of Professional Knowledge: Elementary (051)
- National Evaluation Series (NES) Assessment of Professional Knowledge: Secondary (052)

Each of the NES assessments contains 100 multiple choice questions, one case study written assignment, and one work product written assignment. The general structure of the examinations is shown below. Table 16 shows the content domains and item format for the NES examinations.

**Table 16: NES Assessment of Professional Knowledge Test Structure**

<b>Content Domain</b>	<b>Test Question Format</b>	<b>Approximate Percentage of Test</b>
I. Student Development and Learning	Multiple-Choice Questions	24%
II. Assessment, Instruction, and the Learning Environment	Multiple-Choice Questions	40%
II. Assessment, Instruction, and the Learning Environment	Written Assignment: Case Study	10%
III. The Professional Environment	Multiple-Choice Questions	16%
III. The Professional Environment	Written Assignment: Work Product	10%

### **NES Passing Rates**

Tables 17 and 18 show the initial and cumulative passing rates for the NES examinations in California.

**Table 17: National Evaluation Series (NES) Assessment of Professional Knowledge – Annual (2020-21) and Cumulative (2013-21) Passing Rates**

Subtest	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
051 Assessment of Professional Knowledge - Elementary	397	374	94	2707	2591	96
052 Assessment of Professional Knowledge - Secondary	277	269	97	2025	1974	97

**Table 18: National Evaluation Series (NES) Assessment of Professional Knowledge – Annual 2020-21) and Cumulative (2013-2021) Passing Rates by Candidate-Reported Gender and Ethnicity**

All Subtests	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	674	643	95	4,732	4,565	96
Female	507	485	96	3,425	3,314	97
Male	158	149	94	1,249	1,195	96
African American	31	28	90	249	234	94
Asian American	51	49	96	412	372	90
Hispanic American	185	170	92	991	937	95
Native American	3	*	*	27	26	96
White	344	334	97	2,491	2,451	98

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

### **RICA: Reading Instruction Competence Assessment**

The Reading Instruction Competence Assessment (RICA) tests professional knowledge related to the teaching of reading, including both content and applied pedagogical knowledge. Passing the RICA examination is required for all Preliminary Multiple Subject Teaching Credential candidates and most California-trained Education Specialist Teaching Credential candidates.

The RICA covers content within the following five domains:

- Domain 1: Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment
- Domain 2: Word Analysis
- Domain 3: Fluency
- Domain 4: Vocabulary, Academic Language, and Background Knowledge
- Domain 5: Comprehension

Approximately 10 percent of the RICA assesses competencies in Domain 1; 33 percent assesses competencies in Domain 2; 13 percent in Domain 3; 20 percent in Domain 4; and 23 percent in Domain 5.

Candidates have two options for taking the RICA Examination: the Written Examination and the Video Performance Assessment. Each of these examination options is discussed below.

### **A. The RICA Written Examination**

The RICA Written Examination is a computer-based examination that consists of two sections: a multiple-choice section and a constructed-response section. The RICA Written Examination was recently updated to include three separate subtests which can each be taken separately. This update occurred after the timeframe covered by this report. Only data for the 2009 version of RICA is contained in this report, and so that version of the examination is described below and reported on in the tables. Passing rates and information related to the new three-subtest version of RICA will be included in future reports.

#### *RICA Multiple-Choice Section*

This section consists of 70 multiple-choice questions - 60 “scorable” and 10 “nonscorable.” The questions include both content questions, in which knowledge about reading and reading instruction is directly assessed, and contextualized constructed-response questions as described below.

#### *RICA Constructed-Response Section*

The constructed-response section includes two types of items for which candidates have to write an original response. These are:

1. Focused educational problems and instructional tasks – These items present problems or tasks in educational contexts and require candidates first to consider information about a class, a group of students, an individual student, or an instructional situation, and then to provide explanations related to or devise appropriate instructional strategies or assessment approaches for the specified student(s). Four focused educational problems and instructional tasks are included in each examination. Each problem or task assesses one or more competencies in Domains 2 through 5, with one problem or task for each domain. The problem or task for Domains 3 and 4 each requires a written response of approximately 75-125 words and those in Domains 2 and 5 each require a written response of approximately 150-300 words.
2. A case study based on a student profile – For this item type, candidates receive substantial background information about a student and samples of materials illustrating the student’s reading performance. Candidates are asked to assess the student’s reading performance, describe appropriate instructional strategies, and explain why these strategies would be effective. Each examination has one case study, which includes content related to all five domains. Candidates provide a written response of approximately 300-600 words.

## **B. The RICA Video Performance Assessment**

The RICA Video Performance Assessment is designed to allow the candidate to choose and submit videos of his/her best classroom work related to teaching reading. Candidates must create three “video packets,” each of which includes:

- a completed Instructional Context Form, on which the candidate provides information relevant to understanding the video recorded instruction, such as information about the students in the class/group, a lesson plan, and a description of assessment methods the candidate used to determine the appropriateness of the planned lesson;
- a ten-minute video of the candidate providing the reading instruction; and
- a completed Reflection Form, in which the candidate provides an appraisal of the video-recorded instruction, suggestions for further or alternative instructional strategies, and similar information.

One video packet must be based on whole-class instruction, one on small-group instruction, and the third on individual instruction. In addition, one video should demonstrate the candidate’s competencies in Domains 1 and 2, one should demonstrate the candidate’s competencies in Domains 1 and 4, and the last should demonstrate the candidate’s competencies in Domains 1 and 5. Domain 3: Fluency was not included as a separate video requirement because its content is extensively interrelated with the areas already covered by Domains 2, 4, and 5.

### **Scoring the RICA**

The RICA Written Examination consists of multiple-choice and constructed-response sections, with five constructed-response items in that section. The score for the multiple-choice section is based on the number of questions candidates correctly answer with no penalty for wrong answers. On the constructed-response section, each response receives a score from two qualified and calibrated scorers, each working independently. The sum of the two scores for each response represents that response’s raw score. The raw scores for each of the five items are then weighted according to the Commission-approved test design. A candidate’s total score for the RICA Written Examination is the sum of the scores on the multiple-choice section and the weighted score from the constructed-responses, which are then converted to a scaled score. Responses to the constructed-response items account for half of a candidate’s total score, so candidates must perform well on both the multiple-choice and constructed-response sections to pass the RICA.

Each of the three Video Performance Assessment video packets is scored as a single unit, covering the candidate’s instructional context form, the video recorded instruction, and the reflection form. Each packet is evaluated by two qualified and calibrated scorers, each working independently, with no scorer reviewing more than one of the candidate’s packets. A candidate’s raw score is the sum of the six scores from the scorers. This raw score is then converted to a scaled score. The score range for both the RICA Written and Performance assessments is 100-300 with the minimum passing score set at 220.

### **Examination Volume**

Table 19 provides the number of RICA assessments administered from August 2016 through July 2021. The number of RICA administrations increased each of the last several years leading

up to 2020 and declined sharply during the 2019-2020 academic year. This was likely caused by candidates delaying completion of RICA as allowed under executive orders.

**Table 19: Number of RICA Assessments Administered, 2016-21**

Testing Year	Written (WE)	Video (VPA)
2020-2021	9,312	67
2019-2020	11,820	209
2018-2019	15,941	310
2017-2018	14,523	192
2016-2017	13,073	176

### Preparation and Demographic Data

Preparation and demographic data for five annual cohorts (2016 to 2021) of RICA participants who took the Written examination (WE) and/or the Video Performance Assessment (VPA) are provided in [Appendix D1](#). More than 90 percent of the individuals who responded to the background questions reported having a bachelor’s degree or higher. More than 12 percent reported having a master’s degree or higher. Among examinees in university programs, nearly one-fifth had begun student teaching and another 9.4 percent had completed the preparation program. When examinees are asked about which language best meets their needs, nearly all choose English. A small minority of the responding examinees were men and more than half reported an ethnicity as something other than “White.” Over 70 percent indicated taking the RICA to satisfy the Multiple Subject credential requirement and just over 20 percent indicated the Education Specialist requirement.

Table 20 provides First-Time and Cumulative Passing Rates for both the RICA Written Examination and Video Performance Assessment combined for the past five years.

**Table 20: RICA – First-Time and Cumulative Passing Rates, 2016-21**

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2016-2021	37,148	22,734	61.2	37,148	31,987	86.1
2016-17	7,664	5,015	65.4	7,664	7,299	95.2
2017-18	8,411	5,288	62.9	8,411	7,859	93.4
2018-19	8,490	4,884	57.5	8,490	7,628	89.8
2019-20	6,355	3,833	60.3	6,355	5,057	79.6
2020-21	6,228	3,714	59.6	6,228	4,144	66.5

The cumulative passing rate for RICA is about 86 percent for the combined five cohorts represented in this report (2016-2021). The 2020-21 cohort who took the RICA has a cumulative passing rate of 66.5 percent, though they have not had as many chances to retake the assessment as previous cohorts.

Table 21 shows the first time and cumulative passing rates for the written and video performance versions of RICA over the last five years.

**Table 21: RICA – First-Time and Cumulative Passing Rates, 2016-21**

<b>Section</b>	<b>First-Time</b>	<b>Cumulative</b>
Written	61.2%	85.7%
Video Performance Assessment	47.7%	56.5%
WE and VPA Combined	61.2%	86.1%

There is a difference, between first time and cumulative passing rates, of about ten percentage points for the Video Performance Assessment and more than 25 percentage points for the Written examination between the first-time and cumulative passing rates. Regardless of the difference in the passing rates for the two different assessment options, candidates who did not pass initially typically retake the RICA and eventually pass, thereby leading to an increase in cumulative passing rates.

**Passing Rate by Candidate-Reported Demographic Data**

The first-time and cumulative passing rates for the combined RICA Written and Video Performance Assessment data are provided in [Appendix D2](#). First-time and cumulative passing rates by candidate-reported gender and ethnicity are shown in Table 22 below.

**Table 22: RICA – First-Time and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2016-21**

Gender and Ethnicity	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Male	5,849	2,855	48.8	5,849	4,708	80.5
Female	30,971	19,647	63.4	30,971	26,988	87.1
Nonbinary	6	*	*	6	*	*
Decline to state	322	228	70.8	322	287	89.1
African American/Black	1,206	590	48.9	1,206	950	78.8
Asian American/Asian	1,905	1,351	70.9	1,905	1,721	90.3
Filipino	761	467	61.4	761	650	85.4
Southeast Asian American	720	424	58.9	720	613	85.1
Pacific Island American	149	78	52.3	149	119	79.9
Mexican American or Chicano	7,473	3,602	48.2	7,473	5,932	79.4
Latino, Latin American, Puerto Rican, Hispanic	2,871	1,539	53.6	2871	2,336	81.4
Native American, American Indian	202	120	59.4	202	175	86.6
White, non-Hispanic	18,031	12,226	67.8	18,031	16,152	89.6
Other	1,828	1,022	55.9	1,828	1,536	84
No ethnicity response	2,002	1,315	65.7	2,002	1,803	90.1

**CTEL: California Teacher of English Learners**

The purpose of the California Teacher of English Learners (CTEL) examination is for candidates who did not complete an SB 2042 teacher preparation program, veteran classroom teachers who need but do not have an English learner authorization, and out of state candidates who do not have an English learner authorization earned in another state to demonstrate they have the level of knowledge and skills required to effectively teach English learners (EL) in the general education classroom. Since 2003, candidates who complete a Commission-approved SB 2042 preliminary teacher preparation program earn an English learner authorization through program coursework and fieldwork that incorporates preparation to teach English learners. The CTEL examination is criterion-referenced - that is, the examinee’s knowledge, skills, and abilities are measured in relation to an established standard rather than in relation to the performance of other examinees. The CTEL subtests’ content is provided below.

### CTEL Subtest 1: Language and Language Development

This subtest covers language structure and use and first- and second-language development and their relationship to academic achievement. This subtest is in English and consists of 50 multiple-choice questions and one essay.

### CTEL Subtest 2: Assessment and Instruction

This subtest covers the assessment of English learners, the foundations of English language and literacy development and content instruction, and approaches and methods for English language development and content instruction. This subtest is in English and consists of 60 multiple-choice questions and two essays.

### CTEL Subtest 3: Culture and Inclusion

This subtest covers culture and cultural diversity and their relationship to academic achievement and culturally inclusive instruction. This subtest is in English, does not focus on any specific cultural group, and has 40 multiple-choice questions and one essay.

## Scoring of the CTEL

Candidates must earn a passing score on each of the examination's subtests to pass the entire CTEL examination. Each subtest is scored separately. For each subtest, an individual's performance is evaluated against an established standard. Passing status is determined based on total subtest performance. The total subtest score is based on the number of raw score points earned on each section (multiple-choice section and/or constructed-response section) and the weighting of each section. Raw scores are converted to a scale of 100 to 300, with the scaled score of 220 representing the minimum passing score for each subtest. Although candidates may retake subtests on which they are not successful, candidates cannot combine scores across different administrations of the same subtest(s) but must pass each subtest in its entirety based on a single testing session.

## Examination Volume

Table 23 shows the total number of CTEL examinations administered over the past five years. The current candidate pool of CTEL test-takers primarily represents out-of-state teachers who need to earn an EL authorization, and/or other credential holders who still need to earn or add an EL authorization.

**Table 23: Number of CTEL Examinations Administered, 2016-21**

Testing Year	CTEL Subtest 1	CTEL Subtest 2	CTEL Subtest 3
2016-17	2,649	2,401	2,552
2017-18	2,608	2,326	2,521
2018-19	2,555	2,416	2,520
2019-20	1,815	1,633	1,747
2020-21	1,659	1,483	1,583

## CTEL Passing Rates

Table 24 shows data for both first-time and cumulative passing rates for each of the recent five cohorts, 2016-17 through 2020-21. The total number of examinees who completed all three

tests, the number passed, and the percent passed are provided below. The cumulative passing rate for the 2020-21 cohort reflects the fewer number of times that this group has had an opportunity to retake the exam.

**Table 24: CTEL – First-Time and Cumulative Passing Rates, 2016-21**

Testing Year	First-time N Tried All 3 Subtests	First-time N Passed All 3 Subtests	First-time % Passed All 3 Subtests	Cumulative N Tried All 3 Subtests	Cumulative N Passed All 3 Subtests	Cumulative % Pass when All 3 are Attempted
2016-2021	7,760	3,836	49.4	7,760	5,717	73.7
2016-17	1,893	954	50.4	1,893	1,456	76.9
2017-18	1,836	896	48.8	1,836	1,418	77.2
2018-19	1,776	886	49.9	1,776	1,340	75.5
2019-20	1,195	560	46.9	1,195	846	70.8
2020-21	1,060	540	50.9	1,060	657	62.0

CTEL, first administered in December 2005, shows a first-time passing rate of 49 percent for 2016 to 2021. The first time passing rate for all three subtests remained fairly stable for several years but declined slightly in 2019-20.

**Table 25: CTEL – First-Time and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2016-21**

Gender and Ethnicity	First-Time N Tried All 3 Subtests	First-Time N Passed All 3 Subtests	First-Time % Passed All 3 Subtests	Cumulative N Tried All 3 Subtests	Cumulative N Passed All 3 Subtests	Cumulative % Pass When All 3 are Attempted
Female	5,954	3,048	51.2	5,954	4,477	75.2
Male	1,679	716	42.6	1,679	1,145	68.2
Nonbinary	3	*	*	3	*	*
Decline to state	124	70	56.5	124	92	74.2
African American/Black	374	89	23.8	374	191	51.1
Asian American/Asian	255	130	51	255	192	75.3
Filipino	137	39	28.5	137	74	54
Southeast Asian American	53	20	37.7	53	36	67.9
Pacific Island American	29	3	10.3	29	11	37.9
Mexican American or Chicano	459	183	39.9	459	291	63.4
Latino, Latin American, Puerto Rican, Hispanic	345	124	35.9	345	214	62

Gender and Ethnicity	First-Time N Tried All 3 Subtests	First-Time N Passed All 3 Subtests	First-Time % Passed All 3 Subtests	Cumulative N Tried All 3 Subtests	Cumulative N Passed All 3 Subtests	Cumulative % Pass When All 3 are Attempted
Native American, American Indian	31	12	38.7	31	24	77.4
White, non-Hispanic	5,124	2,765	54	5,124	3,991	77.9
Other	422	168	39.8	422	286	67.8
No ethnicity response	531	303	57.1	531	407	76.6

### **CSET: World Languages (WL) Bilingual-Specific Examinations**

The purpose of the CSET: World Languages (WL) Bilingual-Specific subtests is for candidates to demonstrate they have the level of knowledge and skills required to effectively teach English learners and other students in bilingual classroom settings and programs. The CSET: World Languages examinations are criterion-referenced: that is, the examinee’s knowledge, skills, and abilities are measured in relation to an established standard rather than in relation to the performance of other examinees.

Passage of the two CSET: World Languages Bilingual-Specific subtests plus the CSET: World Language target language proficiency skills subtest is one way to satisfy the bilingual portion of the requirements for a Bilingual Authorization. An individual also needs an English learner authorization as well as an appropriate prerequisite credential as part of the requirements for a bilingual authorization.

The information below describes the content of the CSET: World Languages subtests. Examinations are available for Arabic, Armenian, Cantonese, Farsi, Filipino, French, German, Hmong, Japanese, Khmer, Korean, Mandarin, Punjabi, Russian, Spanish, and Vietnamese.

*CSET: World Languages: Subtest III (or Subtest II, for low incidence languages): Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression*

There are multiple versions of this subtest, each focusing on a specific language. Each version consists of four separate components: listening, speaking, reading, and writing the target language. This subtest is used by all candidates for a single subject World Language credential as well as by candidates for a bilingual credential to ensure that all candidates using a language other than English for instructional purposes meet the same standards of language proficiency as established by the Commission. The specific number of multiple-choice items and constructed-response items may vary across languages. For the Listening component, examinees listen to oral language samples and answer questions; for the Reading component, examinees read passages written in the target language and respond to questions; for the Speaking component, candidates respond orally in the target language to speaking assignment prompts; and for the Writing component, examinee write responses in the target language to specific writing prompts.

Note: For the less commonly taught languages of Hebrew, Hindi, Italian, Portuguese, and Turkish, candidates must pass the alternative language assessment approved by the Commission for this purpose. The alternative language assessments mirror the CSET subtest structure and content but are developed, administered, and scored by local educational and/or cultural agencies representative of those languages and cultures, as approved by the Commission. For the least commonly taught world languages such as, for example, Turkish, the Commission adopted an additional alternative language assessment process in 2015 that includes an oral language proficiency assessment administered and scored by the American Council on the Teaching of Foreign Languages (ACTFL – OPI). Additionally, candidates applying for the Single Subject World Language Credential in Latin may pass the Washington Educator Skills Tests-Endorsements (WEST-E): Designated World Languages: Latin in lieu of completing a Commission-approved subject matter program in Latin as one part of the requirements for the Single Subject World Language Credential in Latin.

*CSET: World Languages: Subtest IV: Bilingual Education and Bilingualism; Intercultural Communication; and Instruction and Assessment*

This test covers foundations of bilingual education; bilingualism and biliteracy; intercultural communication and culturally inclusive instruction; school, home, and community collaboration; language and literacy instruction and assessment in bilingual education settings; content instruction and assessment in bilingual education settings; and evaluation, use, and augmentation of materials in bilingual education settings. Subtest 4 is in English, does not focus on any specific language, and consists of 50 multiple-choice questions.

*CSET: World Languages: Subtest V: Bilingual Culture*

There are multiple versions of this subtest, each focusing on a specific culture and its experiences outside its native country or countries. Each version covers the following for the target population: the geographic and demographic contexts; the historical context; the sociopolitical context; the sociocultural context; and cross cultural, intercultural, and intracultural contexts. Each version is in English and consists of either 50 multiple-choice questions or five constructed-response questions, based on the target culture. Candidates may respond in English or in the target language.

**Table 26: Number of WL Bilingual-Specific Examinations for Spanish Administered, 2016-21**

Testing Year	Bilingual Education - CSET: WL: Subtest IV	Bilingual Culture - CSET: WL: Spanish Subtest V	Target Language - CSET: WL: Spanish Subtest III (also used for the Single Subject in Spanish)
2016-17	358	378	248
2017-18	392	404	239
2018-19	462	478	324
2019-20	345	403	223
2020-21	382	409	280

**CSET: WL Bilingual-Specific Examinations Passing Rates for Spanish**

Table 27 shows data for both first-time and cumulative passing rates for the 2003-21 CSET: WL Bilingual cohorts who were seeking the Bilingual Authorization in Spanish. The total number of

examinees who completed all three tests, the number passed, and the percent passed are provided below.

**Table 27: CSET: WL Bilingual-Specific Examinations for Spanish – Annual (2020-21) and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2003-21**

<b>Gander and Ethnicity</b>	<b>Annual N Attempted</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Attempted</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
All Examinees	280	239	85.4	4,860	4,589	94.4
Female	224	193	86.2	3,931	3,713	94.5
Male	52	42	80.8	881	834	94.7
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
Decline to state	4	*	*	48	42	87.5
African American	N/A	N/A	N/A	26	26	100
Asian American	4	*	*	138	127	92
Hispanic American	235	201	85.5	3,448	3,297	95.6
Native American	1	*	*	8	*	*
White	25	21	84	768	700	91.1

*\*Note: Pass rates are not reported for exams with fewer than ten candidates.*

The 2020-21 average annual passing rate for the CSET: WL bilingual-specific subtests for Spanish is 85.4 percent, and the 2003-21 cumulative passing rate is 94.4 percent.

### **CPACE: California Preliminary Administrative Credential Examination**

In 2008, the Commission approved the development of a California-specific examination for earning a preliminary administrative services credential, and in 2011 the Commission-owned CPACE became operational. The purpose of the California Preliminary Administrative Credential Examination (CPACE) is to measure whether entry-level principals and other school administrators have the standards-relevant knowledge necessary for competent professional practice.

The CPACE was first developed during 2010-11 and the initial CPACE administration was held in June 2011. At the February 2014 Commission meeting, the Commission authorized updating the CPACE to include a more performance-based approach to measuring the skills necessary for performing the job of a school site principal. At its August 2015 meeting, the Commission adopted a new passing score standard for the current CPACE. The CPACE is administered during three windows annually in February, June, and October.

The set of administrator knowledge and skills described in the CPACE Content Specifications and reflected in the CPACE is organized into the following six domains:

- Domain I: Visionary and Inclusive Leadership
- Domain II: Instructional Leadership
- Domain III: School Improvement Leadership
- Domain IV: Professional Learning and Growth Leadership
- Domain V: Organizational and Systems Leadership

## Domain VI: Community Leadership

### Scoring the CPACE

To pass the CPACE, an examinee must pass two components or subtests. Examinees need to pass both the CPACE – Content Examination and the CPACE – Performance Assessment, although candidates may take and pass these two components separately at different test administrations.

CPACE scores are reported on a standard range of 100-300, with the scaled score of 220 representing the minimum passing score as determined by the Commission. Table 28 shows the annual (2019-20) and cumulative (2015-20) passing rates for the CPACE.

**Table 28: CPACE Annual (2020-21) and Cumulative Passing Rates**

Subtest Passing Rates	Annual (2020-21)	Cumulative (2016-21)
CPACE: Content Number Attempted	784	5,466
CPACE: Content Number Passed	562	4,305
CPACE: Content % Passed	71.7	78.9
CPACE: Performance Number Attempted	964	4,599
CPACE: Performance Number Passed	201	1,988
CPACE: Performance % Passed	20.9	43.2
Total CPACE Number Attempted	953	4,548
Total CPACE Number Passed	198	1,965
<b>Total CPACE % Passed</b>	<b>20.8</b>	<b>43.2</b>

It is interesting to note that CPACE overall passing rates remain very low. Far more people pass the content assessment than pass the performance assessment. Candidates must pass both sections of the CPACE to pass the CPACE.

Table 29 shows annual and cumulative passing rates by gender and ethnicity for candidates who took both the content and performance section of CPACE.

**Table 29: CPACE (Content and Performance Combined) Annual (2020-21) and Cumulative (2016-21) Passing Rates by Candidate-Reported Gender and Ethnicity**

CPACE 2016-2021	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
<b>ALL EXAMINEES</b>	953	198	20.8	4548	1,965	43.2
<b>Ethnicity</b>						
Not Specified	58	13	22.4	408	201	49.3
African American/Black	73	10	13.7	276	85	30.8
Japanese American/Japanese	5	*	*	34	17	50
Chinese American/Chinese	10	4	40	56	23	41.1

<b>CPACE 2016-2021</b>	<b>Annual N Completed</b>	<b>Annual Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative Passed</b>	<b>Cumulative % Passed</b>
Korean American/Korean	17	5	29.4	60	26	43.3
Filipino American/Filipino	20	4	20	68	29	42.6
Cambodian American/Cambodian	1	*	*	3	*	*
Laotian American/Laotian	1	*	*	2	*	*
Vietnamese American/Vietnamese	4	*	*	26	13	50
Other SE Asian Amer/SE Asian	4	*	*	13	3	23.1
Asian Indian American/Asian Indian	5	*	*	40	22	55
Hawaiian	1	*	*	4	*	*
Guamanian	N/A	N/A	N/A	3	*	*
Samoan	1	*	*	3	*	*
Other Pacific Islander Amer/Other Pacific Islander	1	*	*	5	*	*
Mexican American/Chicano	143	24	16.8	500	172	34.4
Latino/Latino American/Puerto Rican/Other Hispanic	60	4	6.7	237	78	32.9
Native Amer/Amer Indian/Alaskan Native	5	*	*	27	8	29.6
White (non-Hispanic)	495	119	24	2,580	1,209	46.9
Other	49	10	20.4	203	73	36
<b>Gender</b>						
Female	720	157	21.8	36.9	36.9	36.9
Male	215	36	16.7	1,061	391	36.9
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
Decline to state	N/A	N/A	N/A	N/A	N/A	N/A
No Response	18	5	27.8	60	24	40

CPACE passing rates by other demographic variables can be found in [Appendix E](#), including pass-rates based on candidate responses to background questions.

The majority of examinees who took both the content and performance portions of CPACE in 2020-21 and who responded to this background question reported having a master's degree or

higher. Examinees who reported that they have six to ten years of experience as an educator passed at a higher rate than educators who reported having more or less experience as an educator. Twice as many women as men complete both sections of CPACE and women are passing CPACE at a higher rate than men.

### **Summary Highlights, All Examinations**

Overall, all examinations show a fairly steady passing rate pattern for the past five years, 2016-17 to 2020-21. The difference between the first-time passing rate and the cumulative passing rate for the CBEST, RICA, and CSET examinations clearly indicate that candidates persevere to take and pass the examinations, thus increasing the cumulative passing rates over time.

The volume of all examination administrations was low for 2019-20 and 2020-21. For most examinations, 2020-21 saw the fewest number of examination administrations on record. It will take time to see if the low number of administrations was unique to 2020-21 or if they represent the beginning of a new trend.

Additional examinations data, including first time and cumulative passing rates for examinations by examinee-reported demographics and examinee answers to background questions can be found in the appendices.

# Report on Passing Rates of Commission-Approved Examinations 2016-17 to 2020-21

## Appendices

All demographic and background information included in these appendices is self-reported by examinees. Examinees are not required to provide demographic or background information.

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## Appendix A: CBEST

### Appendix A1: CBEST Participation and Demographic Data, 2016 to 2021

CBEST 2016 to 2021	N	%
<b>ALL EXAMINEES</b>	15,7427	100
<b>Highest Level of High School Math Completed</b>	<b>N</b>	<b>%</b>
No High School Math	234	0.1
General Math/Algebra I	14,813	9.4
Algebra II and/or Geometry	50,426	32
Pre-calculus	54,007	34.3
Calculus	25,305	16.1
No response	12,642	8
<b>Number of High School Literature Courses</b>	<b>N</b>	<b>%</b>
No courses taken	22,803	14.5
1 course	54,077	34.4
2 or 3 courses	66,843	42.5
No response	13,704	8.7
<b>Number of High School Writing Courses</b>	<b>N</b>	<b>%</b>
No courses taken	55756	35.4
1 course	51,273	32.6
2 or 3 courses	36,694	23.3
No response	13,704	8.7
<b>Number of High School Oral Language Courses</b>	<b>N</b>	<b>%</b>
No courses taken	121,101	76.9
1 or 2 courses	22,622	14.4
No response	13,704	8.7
<b>High School Grade Point Average</b>	<b>N</b>	<b>%</b>
3.50 to 4.00	66,053	42
3.00 to 3.49	55,268	35.1
2.50 to 2.99	22,961	14.6
Below 2.50	7,016	4.5
No response	6,129	3.9
<b>High School Attendance</b>	<b>N</b>	<b>%</b>
In California	125,949	80
Some in California	3,279	2.1
Not in California	24,510	15.6
No response	3,689	2.3
<b>College Math</b>	<b>N</b>	<b>%</b>
No college math	7,118	4.5
HS-level courses	37,019	23.5
Calculus and/or Statistics	76,173	48.4
Advanced math	23,022	14.6
No response	14,095	9
<b>College Grade Point Average</b>	<b>N</b>	<b>%</b>

<b>CBEST 2016 to 2021</b>	<b>N</b>	<b>%</b>
3.50 to 4.00	47,697	30.3
3.00 to 3.49	64,332	40.9
2.50 to 2.99	31,832	20.2
Below 2.50	5,300	3.4
No response	8,266	5.3
<b>Number of College Literature Courses</b>	<b>N</b>	<b>%</b>
No courses taken	51,618	32.8
1 course	51,387	32.6
2 or 3 courses	39,330	25
No response	15,092	9.6
<b>Number of College Writing Courses</b>	<b>N</b>	<b>%</b>
No courses taken	48,704	30.9
1 course	63,289	40.2
2 or 3 courses	30,342	19.3
No response	15,092	9.6
<b>Number of College Oral Language Courses</b>	<b>N</b>	<b>%</b>
No courses taken	95,001	60.3
1 or 2 courses	47,334	30.1
No response	15,092	9.6
<b>Education Level</b>	<b>N</b>	<b>%</b>
HS/Lower Division College	6,297	4
Upper Division College	34,145	21.7
Bachelor's degree	74,426	47.3
Bachelor's degree + additional units	19,772	12.6
Master's degree	12,735	8.1
More than Master's degree	6,211	3.9
No response	3,841	2.4
<b>Years Away from College</b>	<b>N</b>	<b>%</b>
Currently attending college	39,063	24.8
Less than a year	33,149	21.1
1-3 years	31,736	20.2
4-10 years	26,110	16.6
More than 10 years	20,038	12.7
No response	7,331	4.7
<b>Professional Preparation</b>	<b>N</b>	<b>%</b>
Enrolled in Professional Preparation Program	100,927	64.1
Completed Professional Preparation Program	16,875	10.7
Considering a Professional Preparation Program	18,282	11.6
Not enrolled in Professional Preparation Program	1,996	1.3
Have not begun Professional Preparation Program	9,583	6.1
No response	9,764	6.2
<b>Special Preparation</b>	<b>N</b>	<b>%</b>
Took test preparation courses	19,566	12.4

<b>CBEST 2016 to 2021</b>	<b>N</b>	<b>%</b>
Did not take test preparation courses	130,124	82.7
No response	7,737	4.9
<b>Employment Status</b>	<b>N</b>	<b>%</b>
Student	34,232	21.7
Working as a teacher in a school	11,182	7.1
Working as school/district administrator	1,002	0.6
Working in another school role	33,173	21.1
Employed, but not in a school role	47,216	30
Unemployed outside the home	23,238	14.8
No response	7,384	4.7
<b>Reason for Taking CBEST</b>	<b>N</b>	<b>%</b>
For teaching credential	69,319	44
For service credential	4,913	3.1
For Full-time or Part-time employment or substitute list	61,130	38.8
For admission to Professional Preparation program	17,676	11.2
No response	4,389	2.8
<b>Type of Credential</b>	<b>N</b>	<b>%</b>
Elementary teaching	36,795	23.4
Secondary teaching	29,145	18.5
Teaching adults	935	0.6
Teaching special education students	9,846	6.3
Admin. Services or school counseling	7,833	5
Emergency/substitute teaching	16,032	10.2
Other credential or permit	10,845	6.9
Not now seeking credential/permit	13,767	8.7
No response	32,229	20.5
<b>Father's Education</b>	<b>N</b>	<b>%</b>
High school diploma or less	61,450	39
Some college	29,019	18.4
Bachelor's degree or higher	50,935	32.4
Unknown	11,697	7.4
No response	4,326	2.7
<b>Mother's Education</b>	<b>N</b>	<b>%</b>
High school diploma or less	56,009	35.6
Some college	38,232	24.3
Bachelor's degree or higher	51,517	32.7
Unknown	7,459	4.7
No response	4,210	2.7
<b>Best Language</b>	<b>N</b>	<b>%</b>
English	150,227	95.4
Spanish	2,646	1.7
Other languages	2,239	1.4
No response	2,315	1.5

<b>CBEST 2016 to 2021</b>	<b>N</b>	<b>%</b>
<b>Gender</b>	<b>N</b>	<b>%</b>
Female	109,880	69.8
Male	45,585	29
Nonbinary	158	0.1
Decline to state	1,804	1.1
<b>Ethnicity</b>	<b>N</b>	<b>%</b>
African American	9,583	6.1
Asian American	5,841	3.7
Filipino	3,958	2.5
Southeast Asian	3,222	2
Pacific Islander	720	0.5
Mexican American	38,391	24.4
Latino	14,772	9.4
Native American	922	0.6
White	62,239	39.5
Other	10,201	6.5
No response	7,578	4.8

**Appendix A2: CBEST First-Time and Cumulative Passing Rates by Demographic Variables, 2016 - 2021**

<b>CBEST</b>	<b>First-time N Completed</b>	<b>First- time N Passed</b>	<b>First- time % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	152316	98775	64.8	152316	125254	82.2
<b>High School Math Coursework</b>						
No High School Math	215	83	38.6	216	139	64.4
General Math/Algebra I	12422	4935	39.7	13893	9030	65
Algebra II and/or Geometry	49423	27614	55.9	48776	38326	78.6
Pre-calculus	53433	38134	71.4	52787	45986	87.1
Calculus	25015	20035	80.1	24836	22427	90.3
No response	11808	7974	67.5	11808	9346	79.1
<b>High School Grade Point Average</b>						
3.50 to 4.00	64535	48560	75.2	64539	57006	88.3
3.00 to 3.49	53579	32065	59.8	53397	42673	79.9
2.50 to 2.99	21972	10982	50	21956	16030	73
Below 2.50	6480	3178	49	6674	4852	72.7
No response	5750	3990	69.4	5750	4693	81.6
<b>High School Attendance</b>						
In California	121962	79206	64.9	122422	101567	83
Some in California	3141	1958	62.3	3155	2525	80
Not in California	23767	15196	63.9	23293	18352	78.8
No response	3446	2415	70.1	3446	2810	81.5
<b>College Math</b>						
No college math	6954	4827	69.4	6879	5710	83
HS-level courses	34911	19514	55.9	35621	27528	77.3
Calculus and/or Statistics	74169	49921	67.3	74274	62727	84.5
Advanced math	23126	15667	67.7	22386	18989	84.8
No response	13156	8846	67.2	13156	10300	78.3
<b>College Grade Point Average</b>						
3.50 to 4.00	45404	34079	75.1	46340	40791	88
3.00 to 3.49	62268	39424	63.3	62383	51095	81.9
2.50 to 2.99	31610	17418	55.1	30751	23589	76.7

<b>CBEST</b>	<b>First-time N Completed</b>	<b>First- time N Passed</b>	<b>First- time % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
Below 2.50	5267	2672	50.7	5075	3624	71.4
No response	7767	5182	66.7	7767	6155	79.2
<b>Number of High School Literature Courses</b>						
No courses taken	19687	8919	45.3	21482	14806	68.9
1 course	51286	30728	59.9	52299	41848	80
2 or 3 courses	68485	50352	73.5	65677	58289	88.8
No response	12858	8776	68.3	12858	10311	80.2
<b>Number of High School Oral Language Courses</b>						
No courses taken	116497	75628	64.9	117660	97552	82.9
1 or 2 courses	22961	14371	62.6	21798	17391	79.8
No response	12858	8776	68.3	12858	10311	80.2
<b>Education Level</b>						
HS/Lower Division College	6929	3751	54.1	5989	4417	73.8
Upper Division College	37108	22383	60.3	33295	28273	84.9
Bachelor's degree	69186	45645	66	72125	58909	81.7
Bachelor's degree + additional units	17798	12343	69.4	19105	15926	83.4
Master's degree	11906	8014	67.3	12217	9780	80.1
More than Master's degree	5797	4167	71.9	5993	5021	83.8
No response	3592	2472	68.8	3592	2928	81.5
<b>Years Away from College</b>						
Currently attending college	42700	25453	59.6	37998	31860	83.8
Less than a year	31433	20924	66.6	32369	27192	84
1-3 years	28266	18862	66.7	30790	24872	80.8
4-10 years	24149	15822	65.5	25155	20097	79.9
More than 10 years	18886	13059	69.1	19122	15750	82.4
No response	6882	4655	67.6	6882	5483	79.7
<b>Professional Preparation</b>						

<b>CBEST</b>	<b>First-time N Completed</b>	<b>First- time N Passed</b>	<b>First- time % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
Enrolled in Professional Preparation	100737	65978	65.5	98005	81379	83
Completed Professional Preparation	16450	10200	62	16425	13419	81.7
Considering Professional Preparation	15359	9398	61.2	17646	14306	81.1
Not enrolled in Professional Preparation	1666	934	56.1	1894	1327	70.1
Have not begun Professional Preparation	8920	5998	67.2	9162	7459	81.4
No response	9184	6267	68.2	9184	7364	80.2
<b>Special Preparation</b>						
Took test preparation courses	16331	9418	57.7	18793	14599	77.7
Did not take test preparation courses	128695	84299	65.5	126233	104710	82.9
No response	7290	5058	69.4	7290	5945	81.6
<b>Employment Status</b>						
Student	33962	21745	64	33307	28073	84.3
Working as a teacher in a school	10232	6211	60.7	10659	8359	78.4
Working as school/district administrator	899	477	53.1	967	691	71.5
Working in another school role	31522	18231	57.8	31950	25381	79.4
Employed, but not in a school role	46368	31574	68.1	45953	38386	83.5
Unemployed outside the home	22378	15676	70.1	22525	18651	82.8

<b>CBEST</b>	<b>First-time N Completed</b>	<b>First- time N Passed</b>	<b>First- time % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
No response	6955	4861	69.9	6955	5713	82.1
<b>Reason for Taking CBEST</b>						
For teaching credential	66392	40854	61.5	66970	54699	81.7
For service credential	4450	2960	66.5	4770	4018	84.2
For employment or substitute list	59553	40654	68.3	59348	48782	82.2
For admission to Professional Preparation	17789	11316	63.6	17096	14319	83.8
No Response	4132	2991	72.4	4132	3436	83.2
<b>Type of Credential</b>						
Elementary teaching	35605	20074	56.4	35539	28354	79.8
Secondary teaching	28368	19371	68.3	28473	24475	86
Teaching adults	873	453	51.9	880	610	69.3
Teaching special education students	9416	4858	51.6	9507	7295	76.7
Admin. Services or school counseling	7469	3981	53.3	7575	5897	77.8
Emergency/substi tute teaching	15467	11159	72.1	15680	13378	85.3
Other credential or permit	10770	6890	64	10504	8623	82.1
Not now seeking credential/permit	13577	8914	65.7	13387	11033	82.4
No response	30771	23075	75	30771	25589	83.2
<b>Father's Education</b>						
High school diploma or less	59943	34177	57	59258	46447	78.4
Some college	28360	19841	70	28319	24360	86
Bachelor's degree or higher	49481	37246	75.3	49589	43512	87.7
Unknown	10453	4583	43.8	11071	7543	68.1

<b>CBEST</b>	<b>First-time N Completed</b>	<b>First- time N Passed</b>	<b>First- time % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
No response	4079	2928	71.8	4079	3392	83.2
<b>Mother's Education</b>						
High school diploma or less	54596	30359	55.6	53826	41620	77.3
Some college	37160	25605	68.9	37272	31672	85
Bachelor's degree or higher	50268	37565	74.7	50245	44162	87.9
Unknown	6322	2410	38.1	7003	4501	64.3
No response	3970	2836	71.4	3970	3299	83.1
<b>Best Language</b>				145765	121175	83.1
English	145927	96150	65.9	2360	1231	52.2
Spanish	2317	508	21.9	2015	997	49.5
Other languages	1896	478	25.2	2176	1851	85.1
No response	2176	1639	75.3	145765	121175	83.1
<b>Gender</b>						
Female	105998	66010	62.3	105998	85647	80.8
Male	44422	31318	70.5	44422	37938	85.4
Nonbinary	149	116	77.9	149	129	86.6
Decline to state	1747	1331	76.2	1747	1540	88.2
<b>Ethnicity</b>						
African American	9129	4218	46.2	9129	6153	67.4
Asian American	5592	3640	65.1	5592	4401	78.7
Filipino	3816	2356	61.7	3816	3001	78.6
Southeast Asian	3094	1728	55.9	3094	2327	75.2
Pacific Islander	699	457	65.4	699	578	82.7
Mexican American	36987	19565	52.9	36987	28385	76.7
Latino	14113	7376	52.3	14113	10556	74.8
Native American	899	571	63.5	899	719	80
White	60906	47998	78.8	60906	55439	91
Other	9717	5580	57.4	9717	7339	75.5
No response	7364	5286	71.8	7364	6356	86.3

## Appendix B: CSET

### Appendix B1: Domains, and Item Types for CSET Examinations by Subtest

#### *CSET: Agriculture*

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Plant and Soil Science	25	2
I	Ornamental Horticulture	15	1
II	Animal Science	25	2
II	Environmental Science and Natural Resource Management	15	1
III	Agricultural Business and Economics	20	2
III	Agricultural Systems Technology	20	1

#### *CSET: Art*

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Aesthetic Valuing	20	1
I	Historical and Cultural Context of the Visual Arts	15	1
I	Artistic Perception	15	2
II	Creative Expression	30	3
II	Connections, Relationships, and Applications	10	1
II	History and Theories of Learning in Art	10	-

#### *CSET: Business*

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Business Management	20	1
I	Marketing	20	1
II	Accounting and Finance	25	1
II	Economics	15	1
III	Information Technology	25	1
III	Business Environment and Communication	15	1

*CSET: English*

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Reading Literature and Informational Texts	40	-
I	Composition and Rhetoric	10	
II	Language, Linguistics, and Literacy	50	-
III	Composition and Rhetoric	-	1
III	Reading Literature and Informational Texts	-	1
IV	Communications: Speech, Media, and Creative Performance	-	4

*CSET: English Language Development*

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Knowledge of English Learners in California and the United States	10	1
I	Applied Linguistics	34	2
II	Cultural Foundations	17	1
II	Foundations of English Learner Education in California and the United States	15	1
III	Principals of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency	24	2

*CSET: Health Science*

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Foundations of Health Education	10	1
I	Human Growth and Development	10	-
I	Chronic and Communicable Diseases	20	1
II	Nutrition and Fitness	15	1
II	Mental and Emotional Health	10	-
II	Alcohol, Tobacco, and Other Drugs	15	1
III	Family Life and Interpersonal Relationships	15	1
III	Consumer and Community Health	15	-
III	Environmental Health	10	-

*CSET: Home Economics*

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Personal, Family, and Child Development	40	1
II	Nutrition, Foods, and Hospitality	40	2
III	Fashion and Textiles	12	1
III	Housing and Interior Design	12	1
III	Consumer Education	16	2

*CSET: Industrial and Technology Education*

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Nature of Technology	45	3
II	Power and Energy	25	1
II	Information and Communication	25	1
II	Project and Product Development	25	1

*CSET: Mathematics\**

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Number and Quantity	10	1
I	Algebra	25	2
II	Geometry	25	2
II	Probability and Statistics	10	1
III	Calculus	30	2

\*Subtests I and II satisfy the subject matter requirement for the Foundational-level Mathematics credential

*CSET: Multiple Subjects*

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Reading, Language, and Literature	26	2
I	History and Social Science	26	2
II	Science;	26	2
II	Mathematics	26	2
III	Physical Education	13	1
III	Human Development	13	1
III	Visual and Performing Arts	13	1

*CSET: Music*

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Artistic Perception	30	1
I	Historical and Cultural Foundations	15	1
I	Aesthetic Valuing	0	1
II	Creative Expression	30	2
II	Connections, Relationships, and Applications	10	0
III	Music Methodology and Repertoire	40	2

*CSET: Physical Education*

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Growth, Motor Development, and Motor Learning	20	1
I	The Science of Human Movement	20	1
II	The Sociology and Psychology of Human Movement	10	1
II	Movement Concepts and Forms	24	1
II	Assessment and Evaluation Principles	6	0
III	Professional Foundations	16	0
III	Integration of Concepts	24	1

*CSET: Science\**

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Scientific Practices, Engineering Design and Applications, and Crosscutting Concepts	33	1
I	Physical Sciences	23	1
I	Life Sciences	22	1
I	Earth and Space Sciences	22	1
II	Concentration: Life Science	50	3
II	Concentration: Chemistry	50	3
II	Concentration: Earth and Space Sciences	50	3
II	Concentration: Physics	50	3

\*Subtest I satisfies the subject matter requirement for both the full Science and Foundational-level General Science credentials.

*CSET: Social Science*

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	World History	35	1
I	World Geography	4	1

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
II	U.S. History	35	2
II	U.S. Geography	4	1
III	Civics	18	1
III	Economics	15	1
III	California History	7	1

*CSET WL: American Sign Language*

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Literary and Cultural Texts and Traditions	10	1
I	Cultural Analysis and Comparisons	20	1
II	General Linguistics	1	-
II	Linguistics of the Target Language –American Sign Language (Language Structures; Contrastive Analysis; Sociolinguistics and Pragmatics)	20	2
III	Linguistics of the Target Language –American Sign Language (Error Analysis)	-	1
III	Language and Communication: Receptive Comprehension	18	1
III	Language and Communication: Expressive Production	-	2

*CSET WL: Arabic, Armenian, Farsi, Filipino, Hmong, Khmer*

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	General Linguistics	-	1
I	Linguistics of the Target Language	-	3
I	Literary and Cultural Texts and Traditions	-	1
I	Cultural Analysis and Comparisons	-	1
II	Language and Communication: Oral Expression	-	2
II	Language and Communication: Listening Comprehension	-	2
II	Language and Communication: Reading Comprehension	-	1
II	Language and Communication: Written Expression	-	2
IV	Bilingual Education and Bilingualism	12	-
IV	Intercultural Communication	13	0
IV	Instruction and Assessment	25	-
V	Geographic and Historical Contexts	-	2
V	Sociopolitical and Sociocultural Contexts	-	3

*CSET WL: Cantonese*

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	General Linguistics	5	1
I	Linguistics of the Target Language	15	3
II	Literary and Cultural Texts and Traditions	10	2
II	Cultural Analysis and Comparisons	10	1
III	Language and Communication: Listening Comprehension	10	1
III	Language and Communication: Reading Comprehension	10	1
III	Language and Communication: Written Expression	-	2
III	Language and Communication: Oral Expression	-	2
IV	Bilingual Education and Bilingualism	12	-
IV	Intercultural Communication	13	-
IV	Instruction and Assessment	25	-
V	Geographic and Historical Contexts	-	2
V	Sociopolitical and Sociocultural Contexts	-	3

*CSET WL: French, German, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, Vietnamese*

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	General Linguistics	15	1
I	Linguistics of the Target Language	25	2
II	Literary and Cultural Texts and Traditions	20	1
II	Cultural Analysis and Comparisons	20	-
III	Language and Communication: Oral Expression	15	1
III	Language and Communication: Listening Comprehension	15	1
III	Language and Communication: Reading Comprehension	-	2
III	Language and Communication: Written Comprehension	-	2

*CSET WL: Hebrew, Hindi, Italian, Portuguese, Turkish\**

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	General Linguistics	-	1
I	Linguistics of the Target Language	-	2
I	Literary and Cultural Texts and Traditions	-	1
I	Cultural Analysis and Comparisons	-	2

*\*To use the CSET examinations in Hebrew, Hindi, Italian, and Portuguese toward certification, the individual must also pass the language and communication skills examinations offered by other entities approved by the Commission.*

*CSET: Writing Skills\**

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Expository Writing	-	1
I	Expressive Writing	-	1

*\*CSET Writing Skills is used to satisfy the basic skills requirement for those who want to take it with all three sections of CSET Multiple Subject exam as an option for meeting the basic skills requirement.*

**Appendix B1: CSET: Agriculture – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2003-21**

<b>CSET: Agriculture</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	15	6	40	312	183	58.7
<b>Ethnicity</b>						
African American	N/A	N/A	N/A	4	*	*
Asian American	1	*	*	16	11	68.8
Hispanic American	3	*	*	27	19	70.4
Native American	1	*	*	3	*	*
White, non-Hispanic	9	*	*	231	134	58
<b>Gender</b>						
Female	12	4	33.3	202	120	59.4
Male	3	*	*	108	62	57.4
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
Decline to state	N/A	N/A	N/A	2	*	*
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	11	4	36.4	228	140	61.4
To obtain an initial Ed. Specialist credential	N/A	N/A	N/A	13	6	46.2
To add an authorization	1	*	*	44	17	38.6
<b>College/University Training</b>						
In California	12	5	41.7	230	142	61.7
Outside of California	N/A	N/A	N/A	28	15	53.6
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	1	*	*	34	16	47.1
Bachelor's degree + additional credits	9	*	*	206	125	60.7
Master's degree or doctoral degree	1	*	*	36	17	47.2

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B2: CSET: Art – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2003-21**

<b>CSET: Art</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	211	159	75.4	3641	3096	85
<b>Ethnicity</b>						
African American	4	*	*	63	41	65.1
Asian American	17	14	82.4	257	211	82.1
Hispanic American	38	27	71.1	519	406	78.2
Native American	1	*	*	34	25	73.5
White, non-Hispanic	127	103	81.1	2139	1878	87.8
<b>Gender</b>						
Female	150	111	74	2541	2150	84.6
Male	54	44	81.5	1039	893	85.9
Nonbinary	3	*	*	3	*	*
Decline to state	4	*	*	58	51	87.9
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	69	48	69.6	2529	2159	85.4
To obtain an initial Ed Special teaching credential	2	*	*	59	47	79.7
To add an authorization	14	11	78.6	540	477	88.3
<b>College/University Training</b>						
In California	157	119	75.8	2414	2053	85
Outside of California	37	30	81.1	592	520	87.8
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	11	7	63.6	194	161	83
Bachelor's degree + additional credits	112	84	75	2368	2006	84.7
Master's degree or doctoral degree	34	28	82.4	760	675	88.8

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B3: CSET: Business – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2003-21**

<b>CSET: Business</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	14	5	35.7	834	478	57.3
<b>Ethnicity</b>						
African American	1	*	*	58	16	27.6
Asian American	1	*	*	78	41	52.6
Hispanic American	4	*	*	88	47	53.4
Native American	N/A	N/A	N/A	5	*	*
White, non-Hispanic	6	*	*	520	316	60.8
<b>Gender</b>						
Female	2	*	*	340	173	50.9
Male	12	4	33.3	485	300	61.9
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
Decline to state	N/A	N/A	N/A	9	*	*
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	6	*	*	514	286	55.6
To obtain an initial Ed Special teaching credential	1	*	*	16	5	31.3
To add an authorization	3	*	*	219	134	61.2
<b>College/University Training</b>						
In California	8	*	*	508	294	57.9
Outside of California	3	*	*	142	76	53.5
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	N/A	N/A	N/A	7	*	*
Bachelor's degree + additional credits	5	*	*	449	242	53.9
Master's degree or doctoral degree	5	*	*	281	176	62.6

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B4: CSET: English – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2014-21**

<b>CSET: English</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	1360	1010	74.3	10221	8605	84.2
<b>Ethnicity</b>						
African American	58	23	39.7	444	308	69.4
Asian American	144	110	76.4	873	749	85.8
Hispanic American	319	211	66.1	1955	1513	77.4
Native American	9	*	*	61	46	75.4
White, non-Hispanic	707	563	79.6	5496	4796	87.3
<b>Gender</b>						
Female	915	667	72.9	6828	5739	84.1
Male	391	299	76.5	3211	2708	84.3
Nonbinary	15	12	80	18	14	77.8
Decline to state	39	32	82.1	164	144	87.8
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	708	565	79.8	7142	6205	86.9
To obtain an initial Ed Special teaching credential	21	12	57.1	211	163	77.3
To add an authorization	63	51	81	650	547	84.2
<b>College/University Training</b>						
In California	1016	736	72.4	7598	6352	83.6
Outside of California	217	180	82.9	1787	1561	87.4
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	149	102	68.5	1012	849	83.9
Bachelor's degree + additional credits	700	517	73.9	5892	4971	84.4
Master's degree or doctoral degree	225	181	80.4	1885	1604	85.1
<b>Undergraduate Major in English</b>	514	397	77.2	3725	3278	88

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B5: CSET: English Language Development – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2014-21**

<b>CSET: English Language Development</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	19	0	0	159	17	10.7
<b>Ethnicity</b>						
African American	1	*	*	6	*	*
Asian American	1	*	*	24	4	16.7
Hispanic American	3	*	*	35	3	8.6
Native American	N/A	N/A	N/A	N/A	N/A	N/A
White, non-Hispanic	12	0	0	69	6	8.7
<b>Gender</b>						
Female	17	0	0	123	14	11.4
Male	2	*	*	34	3	8.8
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
Decline to state	N/A	N/A	N/A	2	*	*
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	16	0	0	88	8	9.1
To obtain an initial Ed Special teaching credential	1	*	*	10	0	0
To add an authorization	1	*	*	14	4	28.6
<b>College/University Training</b>						
In California	10	0	0	100	14	14
Outside of California	5	*	*	21	1	4.8
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	N/A	N/A	N/A	2	*	*
Bachelor's degree + additional credits	9	*	*	80	5	6.3
Master's degree or doctoral degree	4	*	*	48	11	22.9

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B6: CSET: Health Science – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2003-21**

<b>CSET: Health Science</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	138	84	60.9	4117	3162	76.8
<b>Ethnicity</b>						
African American	6	*	*	246	140	56.9
Asian American	9	*	*	331	250	75.5
Hispanic American	33	17	51.5	589	418	71
Native American	.	.	.	31	24	77.4
White, non-Hispanic	81	53	65.4	2419	1929	79.7
<b>Gender</b>						
Female	96	65	67.7	2569	2066	80.4
Male	38	15	39.5	1505	1057	70.2
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
Decline to state	4	*	*	43	39	90.7
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	38	20	52.6	1709	1267	74.1
To obtain an initial Ed Special teaching credential	N/A	N/A	N/A	152	110	72.4
To add an authorization	18	14	77.8	1511	1253	82.9
<b>College/University Training</b>						
In California	97	64	66	2643	2041	77.2
Outside of California	8	*	*	476	369	77.5
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	3	*	*	69	43	62.3
Bachelor's degree + additional credits	56	33	58.9	2333	1747	74.9
Master's degree or doctoral degree	35	24	68.6	1220	994	81.5

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B7: CSET: Home Economics – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2005-21**

<b>CSET: Home Economics</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	9	6	66.7	600	440	73.3
<b>Ethnicity</b>						
African American	1	*	*	14	4	28.6
Asian American	N/A	N/A	N/A	40	21	52.5
Hispanic American	N/A	N/A	N/A	48	29	60.4
Native American	N/A	N/A	N/A	7	*	*
White, non-Hispanic	8	*	*	408	319	78.2
<b>Gender</b>						
Female	8	*	*	548	401	73.2
Male	N/A	N/A	N/A	41	29	70.7
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
Decline to state	1	*	*	11	10	90.9
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	2	*	*	263	175	66.5
To obtain an initial Ed Special teaching credential	N/A	N/A	N/A	16	12	75
To add an authorization	2	*	*	250	199	79.6
<b>College/University Training</b>						
In California	5	*	*	312	218	69.9
Outside of California	N/A	N/A	N/A	67	53	79.1
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	N/A	N/A	N/A	13	7	53.8
Bachelor's degree + additional credits	2	*	*	328	243	74.1
Master's degree or doctoral degree	3	*	*	196	142	72.4

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B8: CSET: Industrial & Technology Education – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2005-21**

<b>CSET: Industrial &amp; Technology Education</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	28	18	64.3	1039	885	85.2
<b>Ethnicity</b>						
African American	N/A	N/A	N/A	24	17	70.8
Asian American	3	*	*	100	83	83
Hispanic American	5	*	*	104	76	73.1
Native American	N/A	N/A	N/A	10	8	80
White, non-Hispanic	15	12	80	675	594	88
<b>Gender</b>						
Female	9	*	*	220	163	74.1
Male	18	14	77.8	804	707	87.9
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
Decline to state	1	*	*	15	15	100
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	2	*	*	345	280	81.2
To obtain an initial Ed Special teaching credential	N/A	N/A	N/A	20	13	65
To add an authorization	10	7	70	481	426	88.6
<b>College/University Training</b>						
In California	15	11	73.3	561	474	84.5
Outside of California	N/A	N/A	N/A	120	109	90.8
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	N/A	N/A	N/A	9	*	*
Bachelor's degree + additional credits	9	*	*	496	418	84.3
Master's degree or doctoral degree	9	*	*	407	353	86.7

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B9: CSET: Mathematics (Foundational-Level) – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2015-21**

<b>CSET: Mathematics (Foundational-Level)</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	555	269	48.5	3948	2143	54.3
<b>Ethnicity</b>						
African American	25	8	32	184	59	32.1
Asian American	109	63	57.8	672	434	64.6
Hispanic American	168	61	36.3	1007	458	45.5
Native American	N/A	N/A	N/A	18	7	38.9
White, non-Hispanic	223	123	55.2	1667	955	57.3
<b>Gender</b>						
Female	302	142	47	2198	1180	53.7
Male	243	121	49.8	1702	936	55
Nonbinary	2	*	*	2	*	*
Decline to state	8	*	*	46	25	54.3
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	223	100	44.8	1425	764	53.6
To obtain an initial Ed Specialist teaching credential	3	*	*	206	64	31.1
To add an authorization other than foundational level Math/Science	11	5	45.5	77	29	37.7
<b>College/University Training</b>						
In California	385	171	44.4	2730	1432	52.5
Outside of California	93	54	58.1	683	407	59.6
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	41	14	34.1	311	166	53.4
Bachelor's degree + additional credits	309	153	49.5	2344	1278	54.5
Master's degree or doctoral degree	68	41	60.3	621	353	56.8
<b>Undergraduate Major in Math</b>	107	56	52.3	551	332	60.3

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B10: CSET: Mathematics – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2015-21**

<b>CSET: Mathematics</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	483	309	64	3071	2162	70.4
<b>Ethnicity</b>						
African American	12	3	25	85	46	54.1
Asian American	146	110	75.3	773	599	77.5
Hispanic American	115	46	40	589	320	54.3
Native American	2	*	*	7	*	*
White, non-Hispanic	175	125	71.4	1290	940	72.9
<b>Gender</b>						
Female	234	139	59.4	1501	971	64.7
Male	240	163	67.9	1502	1137	75.7
Nonbinary	3	*	*	3	*	*
Decline to state	6	*	*	65	52	80
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	310	194	62.6	1983	1419	71.6
To obtain an initial Ed Special teaching credential	3	*	*	24	17	70.8
To add an authorization other than foundational level Math/Science	27	15	55.6	160	99	61.9
<b>College/University Training</b>						
In California	329	200	60.8	2163	1465	67.7
Outside of California	85	60	70.6	552	424	76.8
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	67	40	59.7	431	312	72.4
Bachelor's degree + additional credits	218	130	59.6	1632	1094	67
Master's degree or doctoral degree	83	57	68.7	467	356	76.2
<b>Undergraduate Major in Math</b>	178	121	68	1190	900	75.6

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B11: CSET Multiple Subjects (Updated 2017) – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2017-21**

<b>CSET Multiple Subjects (Updated 2017)</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	6558	4788	73	31701	25624	80.8
<b>Ethnicity</b>						
African American	272	153	56.3	1397	912	65.3
Asian American	722	568	78.7	3155	2648	83.9
Hispanic American	2259	1490	66	10025	7477	74.6
Native American	39	25	64.1	213	164	77
White, non-Hispanic	2821	2223	78.8	14337	12343	86.1
<b>Gender</b>						
Female	5412	3961	73.2	25887	20846	80.5
Male	1055	756	71.7	5514	4526	82.1
Nonbinary	11	8	72.7	14	11	78.6
Decline to state	80	63	78.8	286	241	84.3
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	3725	2906	78	19479	16216	83.2
To obtain an initial Ed Special teaching credential	763	566	74.2	4024	3192	79.3
To add an authorization	27	22	81.5	114	93	81.6
To meet NCLB requirement – possess MSTC	11	11	100	79	62	78.5
<b>College/University Training</b>						
In California	5151	3727	72.4	25217	20214	80.2
Outside of California	603	475	78.8	3156	2679	84.9
<b>Highest Educational Level</b>						
Fresh/Soph/Jr/Sr College	1053	759	72.1	4934	4109	83.3
Bachelor’s degree + additional credits	3661	2645	72.2	19031	15213	79.9
Master’s degree or doctoral degree	455	331	72.7	2250	1749	77.7

<b>CSET Multiple Subjects (Updated 2017)</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>Undergraduate Major in Liberal Studies</b>	1327	964	72.6	7058	5556	78.7

**Appendix B12: CSET Multiple Subjects – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2014-21**

<b>CSET Multiple Subjects</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	13	10	76.9	28279	25717	90.9
<b>Ethnicity</b>						
African American	1	*	*	953	788	82.7
Asian American	2	*	*	2543	2296	90.3
Hispanic American	7	*	*	6880	5978	86.9
Native American	N/A	N/A	N/A	157	141	89.8
White, non-Hispanic	2	*	*	13551	12678	93.6
<b>Gender</b>						
Female	12	10	83.3	23028	20902	90.8
Male	1	*	*	4957	4537	91.5
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
Decline to state	N/A	N/A	N/A	294	278	94.6
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	9	*	*	21332	19516	91.5
To obtain an initial Ed Special teaching credential	4	*	*	3434	3137	91.4
To add an authorization	N/A	N/A	N/A	183	168	91.8
To meet NCLB requirement – possess MSTC	N/A	N/A	N/A	260	211	81.2
<b>College/University Training</b>						
In California	11	8	72.7	22503	20475	91
Outside of California	N/A	N/A	N/A	2727	2508	92
<b>Highest Educational Level</b>						
Fresh/Soph/Jr/Sr College	N/A	N/A	N/A	5606	5211	93
Bachelor’s degree + additional credits	7	*	*	17940	16295	90.8
Master’s degree or doctoral degree	1	*	*	2165	1943	89.7

<b>CSET Multiple Subjects</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>Undergraduate Major in Liberal Studies</b>	4	*	*	7892	7100	90

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B13: CSET: Music – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2004-21**

<b>CSET: Music</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	137	113	82.5	2094	1939	92.6
<b>Ethnicity</b>						
African American	5	*	*	55	44	80
Asian American	20	16	80	224	203	90.6
Hispanic American	27	20	74.1	296	267	90.2
Native American	N/A	N/A	N/A	8	*	*
White, non-Hispanic	75	64	85.3	1238	1165	94.1
<b>Gender</b>						
Female	57	46	80.7	953	885	92.9
Male	72	59	81.9	1100	1015	92.3
Nonbinary	1	*	*	1	*	*
Decline to state	7	*	*	40	38	95
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	125	102	81.6	1827	1709	93.5
To obtain an initial Ed Special teaching credential	3	*	*	31	24	77.4
To add an authorization	7	*	*	154	137	89
<b>College/University Training</b>						
In California	101	85	84.2	1346	1253	93.1
Outside of California	28	20	71.4	412	379	92
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	11	9	81.8	198	188	94.9
Bachelor's degree + additional credits	78	63	80.8	1237	1146	92.6
Master's degree or doctoral degree	18	16	88.9	499	459	92

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B14: CSET: Physical Education – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2004-21**

<b>CSET: Physical Education</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	605	348	57.5	10171	7469	73.4
<b>Ethnicity</b>						
African American	35	15	42.9	650	353	54.3
Asian American	39	14	35.9	734	531	72.3
Hispanic American	156	66	42.3	1662	1074	64.6
Native American	2	*	*	73	43	58.9
White, non-Hispanic	329	229	69.6	5905	4622	78.3
<b>Gender</b>						
Female	255	157	61.6	4144	3060	73.8
Male	342	185	54.1	5931	4342	73.2
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
Decline to state	8	*	*	96	67	69.8
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	447	252	56.4	6899	5058	73.3
To obtain an initial Ed Special teaching credential	12	4	33.3	199	119	59.8
To add an authorization	78	59	75.6	2124	1645	77.4
<b>College/University Training</b>						
In California	425	242	56.9	6344	4679	73.8
Outside of California	59	38	64.4	1099	814	74.1
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	22	7	31.8	265	153	57.7
Bachelor's degree + additional credits	328	178	54.3	6509	4811	73.9
Master's degree or doctoral degree	92	63	68.5	2164	1637	75.6

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B15: Updated CSET: Science (Foundational-Level)– Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2017-21**

<b>CSET: Science (Foundational-Level)</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	345	213	61.7	1485	896	60.3
<b>Ethnicity</b>						
African American	17	7	41.2	79	31	39.2
Asian American	49	33	67.3	181	120	66.3
Hispanic American	76	32	42.1	336	149	44.3
Native American	2	*	*	11	7	63.6
White, non-Hispanic	173	121	69.9	740	507	68.5
<b>Gender</b>						
Female	202	108	53.5	906	503	55.5
Male	137	99	72.3	554	377	68.1
Nonbinary	N/A	N/A	N/A	1	*	*
Decline to state	6	*	*	24	15	62.5
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	106	68	64.2	408	237	58.1
To obtain an initial Ed Special teaching credential	3	*	*	22	14	63.6
To add an authorization	14	6	42.9	56	33	58.9
<b>College/University Training</b>						
In California	247	149	60.3	1069	646	60.4
Outside of California	72	51	70.8	271	182	67.2
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	23	17	73.9	80	54	67.5
Bachelor's degree + additional credits	159	92	57.9	726	416	57.3
Master's degree or doctoral degree	85	52	61.2	328	205	62.5

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B16: CSET Science: Life Sciences – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2017-21**

<b>CSET Science: Life Sciences</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	705	537	76.2	2892	2307	79.8
<b>Ethnicity</b>						
African American	20	10	50	87	56	64.4
Asian American	116	98	84.5	436	378	86.7
Hispanic American	172	104	60.5	697	497	71.3
Native American	7	*	*	22	12	54.5
White, non-Hispanic	328	271	82.6	1384	1155	83.5
<b>Gender</b>						
Female	461	345	74.8	1875	1461	77.9
Male	231	182	78.8	979	815	83.2
Nonbinary	1	*	*	2	*	*
Decline to state	12	10	83.3	36	30	83.3
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	256	198	77.3	1197	976	81.5
To obtain an initial Ed Special teaching credential	5	*	*	17	13	76.5
To add an authorization	18	14	77.8	68	57	83.8
<b>College/University Training</b>						
In California	556	421	75.7	2295	1818	79.2
Outside of California	107	90	84.1	444	380	85.6
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	115	92	80	439	379	86.3
Bachelor's degree + additional credits	348	254	73	1529	1187	77.6
Master's degree or doctoral degree	83	64	77.1	353	271	76.8
<b>Undergraduate Major in Biology</b>	379	321	84.7	1531	1359	88.8

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B17: CSET Science: Chemistry – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2017-21**

<b>CSET Science: Chemistry</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	303	225	74.3	1121	906	80.8
<b>Ethnicity</b>						
African American	9	*	*	31	21	67.7
Asian American	64	52	81.3	240	209	87.1
Hispanic American	67	38	56.7	232	161	69.4
Native American	5	*	*	9	*	*
White, non-Hispanic	139	112	80.6	515	430	83.5
<b>Gender</b>						
Female	168	116	69	599	458	76.5
Male	126	101	80.2	505	432	85.5
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
Decline to state	9	*	*	17	16	94.1
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	131	104	79.4	511	413	80.8
To obtain an initial Ed Special teaching credential	1	*	*	8	*	*
To add an authorization	43	33	76.7	86	66	76.7
<b>College/University Training</b>						
In California	246	178	72.4	857	678	79.1
Outside of California	36	31	86.1	188	165	87.8
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	45	36	80	175	152	86.9
Bachelor's degree + additional credits	140	100	71.4	523	408	78
Master's degree or doctoral degree	57	40	70.2	182	143	78.6
<b>Undergraduate Major in Chemistry</b>	74	56	75.7	375	336	89.6

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B18: CSET Science: Earth and Space Sciences – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2017-21**

<b>CSET Science: Earth and Space Sciences</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	129	71	55	461	293	63.6
<b>Ethnicity</b>						
African American	2	*	*	7	*	*
Asian American	13	7	53.8	35	23	65.7
Hispanic American	23	8	34.8	85	35	41.2
Native American	N/A	N/A	N/A	1	*	*
White, non-Hispanic	83	52	62.7	295	207	70.2
<b>Gender</b>						
Female	68	39	57.4	234	133	56.8
Male	61	32	52.5	220	156	70.9
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
Decline to state	N/A	N/A	N/A	7	*	*
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	49	28	57.1	196	131	66.8
To obtain an initial Ed Special teaching credential	2	*	*	6	*	*
To add an authorization	15	10	66.7	27	18	66.7
<b>College/University Training</b>						
In California	93	48	51.6	339	209	61.7
Outside of California	23	17	73.9	73	53	72.6
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	17	9	52.9	46	30	65.2
Bachelor's degree + additional credits	54	26	48.1	229	138	60.3
Master's degree or doctoral degree	33	20	60.6	88	54	61.4
<b>Undergraduate Major in Earth Science</b>						
	37	28	75.7	129	107	82.9

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B19: CSET Science: Physics – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2017-21**

<b>CSET Science: Physics</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	162	108	66.7	629	433	68.8
<b>Ethnicity</b>						
African American	5	*	*	16	7	43.8
Asian American	28	21	75	125	99	79.2
Hispanic American	30	17	56.7	102	58	56.9
Native American	N/A	N/A	N/A	2	*	*
White, non-Hispanic	87	58	66.7	333	234	70.3
<b>Gender</b>						
Female	56	33	58.9	194	107	55.2
Male	99	69	69.7	417	312	74.8
Nonbinary	N/A	N/A	N/A	1	*	*
Decline to state	7	*	*	17	14	82.4
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	61	41	67.2	296	203	68.6
To obtain an initial Ed Special teaching credential	N/A	N/A	N/A	3	*	*
To add an authorization	22	12	54.5	57	34	59.6
<b>College/University Training</b>						
In California	117	79	67.5	453	307	67.8
Outside of California	29	22	75.9	110	87	79.1
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	21	16	76.2	77	60	77.9
Bachelor's degree + additional credits	72	44	61.1	301	197	65.4
Master's degree or doctoral degree	36	25	69.4	122	85	69.7
<b>Undergraduate Major in Physics</b>	55	47	85.5	202	166	82.2

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B20: CSET: Social Science – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2003-21**

<b>CSET: Social Science</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	1131	842	74.4	31074	25399	81.7
<b>Ethnicity</b>						
African American	35	19	54.3	1219	808	66.3
Asian American	86	69	80.2	2168	1778	82
Hispanic American	337	199	59.1	5649	4277	75.7
Native American	4	*	*	229	173	75.5
White, non-Hispanic	596	496	83.2	17772	14950	84.1
<b>Gender</b>						
Female	464	303	65.3	13005	9970	76.7
Male	640	518	80.9	17663	15087	85.4
Nonbinary	3	*	*	6	*	*
Decline to state	24	19	79.2	400	338	84.5
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	586	444	75.8	21311	17516	82.2
To obtain an initial Ed Special teaching credential	13	7	53.8	436	338	77.5
To add an authorization	51	50	98	3382	2749	81.3
<b>College/University Training</b>						
In California	864	631	73	18059	14659	81.2
Outside of California	162	134	82.7	3632	3077	84.7
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	142	97	68.3	3275	2638	80.5
Bachelor's degree + additional credits	610	446	73.1	19577	15870	81.1
Master's degree or doctoral degree	147	123	83.7	5328	4517	84.8

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B21: CSET: WL American Sign Language – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2005-21**

<b>CSET: WL ASL</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	27	11	40.7	356	209	58.7
<b>Ethnicity</b>						
African American	2	*	*	10	7	70
Asian American	1	*	*	14	11	78.6
Hispanic American	11	5	45.5	49	20	40.8
Native American	N/A	N/A	N/A	2	*	*
White, non-Hispanic	10	3	30	235	139	59.1
<b>Gender</b>						
Female	22	9	40.9	296	175	59.1
Male	4	*	*	57	31	54.4
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
Decline to state	1	*	*	3	*	*
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	23	8	34.8	240	146	60.8
To obtain an initial Ed Special teaching credential	1	*	*	15	4	26.7
To add an authorization	N/A	N/A	N/A	73	43	58.9
<b>College/University Training</b>						
In California	19	7	36.8	264	155	58.7
Outside of California	2	*	*	49	28	57.1
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	N/A	N/A	N/A	24	12	50
Bachelor's degree + additional credits	17	5	29.4	199	106	53.3
Master's degree or doctoral degree	4	*	*	97	69	71.1

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B22: CSET: WL French – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2004-21**

<b>CSET: WL French</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	21	17	81	932	820	88
<b>Ethnicity</b>						
African American	1	*	*	51	39	76.5
Asian American	N/A	N/A	N/A	45	39	86.7
Hispanic American	3	*	*	74	54	73
Native American	N/A	N/A	N/A	2	*	*
White, non-Hispanic	13	11	84.6	595	537	90.3
<b>Gender</b>						
Female	14	11	78.6	691	616	89.1
Male	7	*	*	225	188	83.6
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
Decline to state	N/A	N/A	N/A	16	16	100
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	14	10	71.4	598	521	87.1
To obtain an initial Ed Special teaching credential	N/A	N/A	N/A	12	10	83.3
To add an authorization	3	*	*	215	191	88.8
<b>College/University Training</b>						
In California	6	*	*	350	299	85.4
Outside of California	9	*	*	271	241	88.9
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	2	*	*	46	40	87
Bachelor's degree + additional credits	7	*	*	438	375	85.6
Master's degree or doctoral degree	3	*	*	318	285	89.6

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B23: CSET: WL Mandarin – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2004-21**

<b>CSET: WL Mandarin</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	31	29	93.5	1381	1290	93.4
<b>Ethnicity</b>						
African American	N/A	N/A	N/A	1	*	*
Asian American	30	28	93.3	1134	1066	94
Hispanic American	N/A	N/A	N/A	1	*	*
Native American	N/A	N/A	N/A	N/A	N/A	N/A
White, non-Hispanic	N/A	N/A	N/A	23	18	78.3
<b>Gender</b>						
Female	26	24	92.3	1149	1077	93.7
Male	5	*	*	202	184	91.1
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
Decline to state	N/A	N/A	N/A	30	29	96.7
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	23	22	95.7	869	818	94.1
To obtain an initial Ed Special teaching credential	1	*	*	57	49	86
To add an authorization	1	*	*	202	184	91.1
<b>College/University Training</b>						
In California	7	*	*	246	213	86.6
Outside of California	5	*	*	478	457	95.6
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	N/A	N/A	N/A	29	25	86.2
Bachelor's degree + additional credits	8	*	*	456	415	91
Master's degree or doctoral degree	9	*	*	595	564	94.8

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B24: CSET: WL Spanish – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2004-21**

<b>CSET: WL Spanish</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	262	202	77.1	6388	5627	88.1
<b>Ethnicity</b>						
African American	3	*	*	64	53	82.8
Asian American	4	*	*	147	126	85.7
Hispanic American	201	152	75.6	3932	3415	86.9
Native American	N/A	N/A	N/A	16	13	81.3
White, non-Hispanic	43	36	83.7	1515	1389	91.7
<b>Gender</b>						
Female	190	145	76.3	4547	4014	88.3
Male	68	53	77.9	1767	1550	87.7
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
Decline to state	4	*	*	74	63	85.1
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	217	164	75.6	4510	3981	88.3
To obtain an initial Ed Special teaching credential	3	*	*	86	75	87.2
To add an authorization	25	22	88	1207	1069	88.6
<b>College/University Training</b>						
In California	174	131	75.3	3438	2992	87
Outside of California	38	35	92.1	979	896	91.5
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	19	14	73.7	492	438	89
Bachelor's degree + additional credits	131	93	71	3647	3185	87.3
Master's degree or doctoral degree	46	39	84.8	1440	1299	90.2

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

**Appendix B25: CSET: Writing Skills – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2003-21**

<b>CSET: Writing Skills</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	374	315	84.2	11628	9884	85
<b>Ethnicity</b>						
African American	15	13	86.7	408	307	75.2
Asian American	51	40	78.4	1179	887	75.2
Hispanic American	121	88	72.7	2229	1599	71.7
Native American	1	*	*	56	44	78.6
White, non-Hispanic	163	156	95.7	5949	5468	91.9
<b>Gender</b>						
Female	308	259	84.1	9782	8312	85
Male	58	48	82.8	1662	1395	83.9
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
Decline to state	8	*	*	184	177	96.2
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	297	253	85.2	9207	7912	85.9
To obtain an initial Ed Special teaching credential	52	44	84.6	1244	1044	83.9
To add an authorization	1	*	*	127	109	85.8
<b>College/University Training</b>						
In California	281	242	86.1	8530	7206	84.5
Outside of California	42	36	85.7	1679	1538	91.6
<b>Highest Educational Level</b>						
Fresh/Soph/Jr/Sr College	87	78	89.7	4232	3713	87.7
Bachelor's degree + additional credits	164	134	81.7	5760	4844	84.1
Master's degree or doctoral degree	18	13	72.2	536	463	86.4

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

## Appendix C: NES

### Appendix C1: NES: Assessment of Professional Knowledge (Elementary and Secondary) – Annual (2020-21) and Cumulative Passing Rates by Demographic and Background Information, 2013-21

NES: Assessment of Professional Knowledge (Elementary and Secondary)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
<b>ALL EXAMINEES</b>	647	643	95%	4732	4565	96%
<b>Ethnicity</b>						
African American	31	28	90%	249	234	94%
Asian American	51	49	96%	412	372	90%
Hispanic American	185	170	92%	991	937	95%
Native American	3	*	*	27	26	96%
White, non-Hispanic	344	334	97%	2491	2451	98%
Multiracial	36	35	97%	286	280	98%
Other	6	*	*	91	86	95%
Undeclared	18	18	100%	185	179	97%
<b>Gender</b>						
Female	507	485	96%	3425	3314	97%
Male	158	149	94%	1249	1195	96%
Not provided	8	*	*	58	56	97%
<b>Certification Status</b>						
Seeking admission to educator prep program	28	27	96%	749	718	96%
Completed/completing educator prep program in CA	425	403	95%	2684	2599	97%
Completed/completing educator prep program outside CA	157	150	96%	682	657	96%
Completed/completing approved alternative route	41	41	100%	423	416	98%
CA Credentialed educator seeking additional authorization	16	15	94%	112	106	95%
Out of state credentialed	7	*	*	82	69	84%

<b>NES: Assessment of Professional Knowledge (Elementary and Secondary)</b>	<b>Annual N Completed</b>	<b>Annual N Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
educator seeking CA credential						
<b>Best Language</b>						
English	660	633	96%	4648	4496	97%
Other	14	10	71%	84	69	82%
<b>Educational Level</b>						
High School	10	10	100%	70	68	97%
Some college	216	212	98%	1307	1286	98%
Bachelor's degree	179	165	92%	1588	1528	96%
Bachelor's degree plus additional credits	113	106	94%	822	790	96%
Master's degree	116	111	96%	640	602	94%
Master's degree plus additional credits	33	32	97%	250	237	95%
Doctoral degree	7	*	*	55	54	98%

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

## Appendix D: RICA

### Appendix D1: RICA: Written Exam (WE) and Video Performance Assessment (VPA) Preparation and Demographic Data by Demographic and Background Information, 2016-21

	WE N	WE %	VPA N	VPA %	Total RICA N	Total RICA %
<b>RICA 2016-2021</b>						
<b>ALL EXAMINEES</b>	36955	100	596	100	37148	100
<b>Educational Level</b>						
High School diploma	792	2.1	5	0.8	794	2.1
Associate of Arts degree	515	1.4	5	0.8	513	1.4
Bachelor's degree	5604	15.2	85	14.3	5631	15.2
Bachelor's degree + additional credits	23740	64.2	368	61.7	23874	64.3
Master's degree	2599	7	50	8.4	2616	7
Master's degree + additional credits	2065	5.6	53	8.9	2082	5.6
Doctoral degree	146	0.4	1	0.2	147	0.4
Did not respond	1494	4	29	4.9	1491	4
<b>College Grade Point Average</b>						
3.50 to 4.00	17669	47.8	229	38.4	17746	47.8
3.00 to 3.49	13624	36.9	246	41.3	13712	36.9
2.50 to 2.99	3456	9.4	74	12.4	3478	9.4
2.00 to 2.49	409	1.1	15	2.5	416	1.1
Below 2.00	14	0	1	0.2	15	0
Did not attend college	11	0	N/A	N/A	11	0
Did not respond	1772	4.8	31	5.2	1770	4.8
<b>Reason for Taking RICA</b>						
Multiple Subject Teaching Credential	26712	72.3	445	74.7	26870	72.3
Education Specialist Instruction Credential	8112	22.0	123	20.6	8150	21.9
No Response	2131	5.8	28	4.7	2128	5.7
<b>Professional Preparation</b>						
Not begun professional preparation	2064	5.6	31	5.2	2073	5.6
First year in college/university internship program	5171	14	57	9.6	5197	14
Second year in college/university internship program	3426	9.3	71	11.9	3455	9.3
Completed college/university internship program	3464	9.4	116	19.5	3502	9.4
First year in district internship program	2088	5.7	37	6.2	2093	5.6
Second year in district internship program	1910	5.2	45	7.6	1914	5.2
Completed district internship program	986	2.7	27	4.5	988	2.7
Not begun student teaching in non-intern college/university program	2588	7	23	3.9	2601	7

	WE N	WE %	VPA N	VPA %	Total RICA N	Total RICA %
<b>RICA 2016-2021</b>						
Begun student teaching in non-intern college/university program	6508	17.6	68	11.4	6549	17.6
Completed student teaching in non-intern college/university program	2129	5.8	18	3	2141	5.8
Completed Program in non-intern college/university program	3104	8.4	58	9.7	3118	8.4
I will be in the first year of an induction program	104	0.3	N/A	N/A	104	0.3
I will be in the second year of an induction program	34	0.1	N/A	N/A	34	0.1
I will have completed an induction program	46	0.1	N/A	N/A	46	0.1
Did not respond	3333	9	45	7.6	3333	9
<b>Preparation for Reading Instruction</b>						
No preparation	3361	9.1	46	7.7	3362	9.1
Completed IHE course in Methods of Reading Instruction	23376	63.3	297	49.8	23487	63.2
Completed District Internship course	5471	14.8	138	23.2	5526	14.9
Observed Reading instruction in a TK-12 school	9475	25.6	156	26.2	9546	25.7
Worked with individual students in TK-12 school to improve their Reading skills	8116	22	130	21.8	8163	22
Had daily responsibility for classroom Reading instruction as student teacher or intern	10856	29.4	231	38.8	10964	29.5
<b>Student Teaching Assignments</b>						
None	7731	20.9	115	19.3	7777	20.9
One	9810	26.5	120	20.1	9852	26.5
Two	8029	21.7	123	20.6	8071	21.7
Three	1898	5.1	50	8.4	1918	5.2
Four or more	1165	3.2	26	4.4	1173	3.2
I am currently an intern	5164	14	129	21.6	5213	14
Did not respond	3158	8.5	33	5.5	3144	8.5
<b>Grade Level Teaching Experience</b>						
None	3493	9.5	30	5	3498	9.4
PK-2	21009	56.9	366	61.4	21149	56.9
Grades 3-5	18818	50.9	292	49	18921	50.9
Grades 6-8	8100	21.9	147	24.7	8137	21.9
Grades 9-12	3362	9.1	65	10.9	3383	9.1
<b>Best Language of Communication</b>						
English	35211	95.3	545	91.4	35397	95.3

	WE N	WE %	VPA N	VPA %	Total RICA N	Total RICA %
<b>RICA 2016-2021</b>						
Spanish	278	0.8	10	1.7	281	0.8
Vietnamese	14	0	1	0.2	15	0
Cantonese	26	0.1	0	0	26	0.1
Hmong	11	0	1	0.2	11	0
Other	169	0.5	8	1.3	170	0.5
Did not respond	1246	3.4	31	5.2	1248	3.4
<b>First Language of Communication</b>						
English only	25346	68.6	364	61.1	25474	68.6
English and one or more other languages	6916	18.7	127	21.3	6951	18.7
One or more languages other than English	3229	8.7	76	12.8	3261	8.8
Did not respond	1464	4	29	4.9	1462	3.9
<b>Gender</b>						
Male	5818	15.7	130	21.8	5849	15.7
Female	30809	83.4	465	78	30971	83.4
Nonbinary	6	0	N/A	N/A	6	0
Decline to state	322	0.9	1	0.2	322	0.9
<b>Ethnicity</b>						
African American/Black	1195	3.2	33	5.5	1206	3.2
Asian American/Asian	1898	5.1	17	2.9	1905	5.1
Filipino	757	2	10	1.7	761	2
Southeast Asian American	715	1.9	12	2	720	1.9
Pacific Island American	148	0.4	5	0.8	149	0.4
Mexican American or Chicano	7431	20.1	129	21.6	7473	20.1
Latino, Latin American, Puerto Rican, Hispanic	2852	7.7	61	10.2	2871	7.7
Native American, American Indian	199	0.5	7	1.2	202	0.5
White, non-Hispanic	17951	48.6	250	41.9	18031	48.5
Other	1819	4.9	39	6.5	1828	4.9
Did not respond	1990	5.4	33	5.5	2002	5.4

**Appendix D2: RICA (Written & VPA combined) First-time and Cumulative Passing Rates by Demographic and Background Information, 2016-21**

<b>RICA 2016-2021</b>	<b>First-Time N Completed</b>	<b>First-Time N Passed</b>	<b>First-Time % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
<b>ALL EXAMINEES</b>	37148	22734	61.2	37148	31987	86.1
<b>Educational Level</b>						
High School diploma	915	573	62.6	794	682	85.9
Associate of Arts degree	625	328	52.5	513	408	79.5
Bachelor's degree	6302	3655	58	5631	4714	83.7
Bachelor's degree + additional credits	24069	14954	62.1	23874	20898	87.5
Master's degree	1953	1185	60.7	2616	2142	81.9
Master's degree + additional credits	1941	1255	64.7	2082	1749	84
Doctoral degree	139	105	75.5	147	131	89.1
Did not respond	1204	679	56.4	1491	1263	84.7
<b>College Grade Point Average</b>						
3.50 to 4.00	17279	11847	68.6	17746	15807	89.1
3.00 to 3.49	14120	7973	56.5	13712	11550	84.2
2.50 to 2.99	3792	1853	48.9	3478	2791	80.2
2.00 to 2.49	437	188	43	416	321	77.2
Below 2.00	14	6	42.9	15	13	86.7
Did not attend college	10	6	60	11	10	90.9
Did not respond	1496	861	57.6	1770	1495	84.5
<b>Reason for Taking RICA</b>						
Multiple Subject Teaching Credential	27046	17200	63.6	26870	23486	87.4
Education Specialist Instruction Credential	8152	4437	54.4	8150	6732	82.6
No Response	1950	1097	56.3	2128	1769	83.1
<b>Professional Preparation</b>						
Not begun Professional Preparation	2283	1060	46.4	2073	1546	74.6
First year in college/university internship program	6113	3846	62.9	5197	4626	89

<b>RICA 2016-2021</b>	<b>First-Time N Completed</b>	<b>First- Time N Passed</b>	<b>First- Time % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
Second year in Program college/university internship program	3641	2158	59.3	3455	3021	87.4
Completed college/university internship program	2399	1434	59.8	3502	2906	83
First year in district internship program	2391	1265	52.9	2093	1783	85.2
Second year in district internship program	1674	959	57.3	1914	1652	86.3
Completed district internship program	605	337	55.7	988	770	77.9
Not begun student teaching in non-intern college/university program	3302	2043	61.9	2601	2248	86.4
Begun student teaching in non-intern college/university program	7600	5271	69.4	6549	6073	92.7
Completed student teaching in non-intern college/university program	1806	1152	63.8	2141	1819	85
Completed non-intern college/university program	2243	1423	63.4	3118	2611	83.7
I will be in the first year of an induction program	56	28	50	104	54	51.9
I will be in the second year of an induction program	20	17	85	34	25	73.5
I will have completed an induction program	23	13	56.5	46	23	50

<b>RICA 2016-2021</b>	<b>First-Time N Completed</b>	<b>First- Time N Passed</b>	<b>First- Time % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
Did not respond	2992	1728	57.8	3455	3021	87.4
<b>Preparation for Reading Instruction</b>						
No preparation	3249	1711	52.7	3362	2666	79.3
Completed IHE course in Methods of Reading Instruction	23857	15286	64.1	23487	20540	87.5
Completed District Internship course	5603	3306	59	5526	4722	85.5
Observed Reading instruction in a TK- 12 school	10223	6521	63.8	9546	8411	88.1
Worked with individual students in TK-12 school to improve their Reading skills	8686	5600	64.5	8163	7221	88.5
Had daily responsibility for classroom Reading instruction as student teacher or intern	11307	7456	65.9	10964	9784	89.2
<b>Student Teaching Assignments</b>						
None	9153	5196	56.8	7777	6458	83
One	10055	6570	65.3	9852	8676	88.1
Two	6939	4464	64.3	8071	7049	87.3
Three	1692	1061	62.7	1918	1662	86.7
Four or more	1153	663	57.5	1173	935	79.7
I am currently an intern	5251	3113	59.3	5213	4494	86.2
Did not respond	2905	1667	57.4	3144	2713	86.3
<b>Grade Level Teaching Experience</b>						
None	4212	2357	56	3498	2851	81.5
PK-2	20812	13271	63.8	21149	18469	87.3
Grades 3-5	18416	11634	63.2	18921	16534	87.4
Grades 6-8	7917	4661	58.9	8137	6853	84.2

<b>RICA 2016-2021</b>	<b>First-Time N Completed</b>	<b>First- Time N Passed</b>	<b>First- Time % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
Grades 9-12	3366	1745	51.8	3383	2725	80.5
<b>Best Language of Communication</b>						
English	35643	21949	61.6	35397	30550	86.3
Spanish	273	104	38.1	281	207	73.7
Vietnamese	15	7	46.7	15	11	73.3
Cantonese	25	12	48	26	20	76.9
Hmong	11	5	45.5	11	7	63.6
Other	166	103	62	170	151	88.8
Did not respond	1015	554	54.6	1248	1041	83.4
<b>First Language of Communication</b>						
English only	25457	16550	65	25474	22470	88.2
English and one or more other languages	7126	3779	53	6951	5640	81.1
One or more languages other than English	3365	1742	51.8	3261	2645	81.1
Did not respond	1200	663	55.3	1462	1232	84.3
<b>Gender</b>						
Male	5849	2855	48.8	5849	4708	80.5
Female	30971	19647	63.4	30971	26988	87.1
Nonbinary	6	*	*	6	*	*
Decline to state	322	228	70.8	322	287	89.1
<b>Ethnicity</b>						
African American/Black	1206	590	48.9	1206	950	78.8
Asian American/Asian	1905	1351	70.9	1905	1721	90.3
Filipino	761	467	61.4	761	650	85.4
Southeast Asian American	720	424	58.9	720	613	85.1
Pacific Island American	149	78	52.3	149	119	79.9
Mexican American or Chicano	7473	3602	48.2	7473	5932	79.4
Latino, Latin American, Puerto Rican, Hispanic	2871	1539	53.6	2871	2336	81.4
Native American, American Indian	202	120	59.4	202	175	86.6

<b>RICA 2016-2021</b>	<b>First-Time N Completed</b>	<b>First- Time N Passed</b>	<b>First- Time % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative N Passed</b>	<b>Cumulative % Passed</b>
White, non- Hispanic	18031	12226	67.8	18031	16152	89.6
Other	1828	1022	55.9	1828	1536	84
Did not respond	2002	1315	65.7	2002	1803	90.1

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*

## Appendix E: CPACE

### Appendix E1: CPACE (Content and Performance Combined) Annual (2020-21) and Cumulative (2015-21) Passing Rates

CPACE 2016-21	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
<b>ALL EXAMINEES</b>	953	198	20.8	4548	1965	43.2
<b>Ethnicity</b>						
Not Specified	58	13	22.4	408	201	49.3
African American/Black	73	10	13.7	276	85	30.8
Japanese American/Japanese	5	*	*	34	17	50
Chinese American/Chinese	10	4	40	56	23	41.1
Korean American/Korean	17	5	29.4	60	26	43.3
Filipino American/Filipino	20	4	20	68	29	42.6
Cambodian American/Cambodian	1	*	*	3	*	*
Laotian American/Laotian	1	*	*	2	*	*
Vietnamese American/Vietnamese	4	*	*	26	13	50
Other SE Asian Amer/SE Asian	4	*	*	13	3	23.1
Asian Indian American/Asian Indian	5	*	*	40	22	55
Hawaiian	1	*	*	4	*	*
Samoan	1	*	*	3	*	*
Guamanian	N/A	N/A	N/A	3	*	*
Other Pacific Islander Amer/Other Pacific Islander	1	*	*	5	*	*
Mexican American/Chicano	143	24	16.8	500	172	34.4
Latino/Latino American/Puerto	60	4	6.7	237	78	32.9

<b>CPACE 2016-21</b>	<b>Annual N Completed</b>	<b>Annual Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative Passed</b>	<b>Cumulative % Passed</b>
Rican/Other Hispanic						
Native Amer/Amer Indian/Alaskan Native	5	*	*	27	8	29.6
White (non-Hispanic)	495	119	24	2580	1209	46.9
Other	49	10	20.4	203	73	36
<b>Gender</b>						
Female	720	157	21.8	3427	1550	45.2
Male	215	36	16.7	1061	391	36.9
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
Decline to state	18	5	27.8	60	24	40
<b>First Language</b>						
No response	3	*	*	98	50	51
English only	764	170	22.3	3632	1622	44.7
English and one or more other languages	144	24	16.7	617	231	37.4
One or more languages other than English	42	4	9.5	201	62	30.8
<b>Education Level</b>						
No response	3	*	*	117	59	50.4
Bachelor's	11	1	9.1	38	16	42.1
Bachelor's and additional credits	98	19	19.4	550	212	38.5
Master's	221	52	23.5	1008	438	43.5
Master's and additional credits	530	107	20.2	2451	1069	43.6
Doctorate	90	19	21.1	383	171	44.6
Not yet obtained a Bachelor's degree	N/A	N/A	N/A	1	*	*
<b>Years Since Schooling</b>						
No response	3	*	*	115	57	49.6
Currently attending college or graduate school	92	17	18.5	405	164	40.5
Less than 1 year	52	10	19.2	298	125	41.9
1-3 years	125	26	20.8	660	282	42.7
4-6 years	182	28	15.4	920	416	45.2

	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
<b>CPACE 2016-21</b>						
7-10 years	199	46	23.1	896	388	43.3
More than 10 years	300	71	23.7	1254	533	42.5
<b>College Grade Point Average</b>						
No response	3	*	*	139	73	52.5
3.5 to 4.0	606	125	20.6	2769	1269	45.8
3.0 to 3.49	283	62	21.9	1328	524	39.5
2.5 to 2.99	51	11	21.6	272	87	32
2.0 to 2.49	9	*	*	37	12	32.4
1.5 to 1.99	1	*	*	2	*	*
Below 1.5	N/A	N/A	N/A	1	*	*
<b>Credential Types</b>						
No response	3	*	*	17	5	29.4
Elementary Teaching	244	61	25	1297	579	44.6
Secondary Teaching	40	8	20	1375	619	45
Special Education	7	*	*	508	203	40
Designated Subjects Teaching	10	0	0	45	9	20
Pupil Personnel Services	94	21	22.3	386	160	41.5
Speech-Language Pathology Services	9	*	*	29	9	31
Clinical or Rehabilitative Services	3	*	*	12	7	58.3
Child Development Permit	5	*	*	7	*	*
<b>Employment Status</b>						
No response	5	*	*	140	61	43.6
Elementary school	175	38	21.7	928	403	43.4
Middle school	109	19	17.4	511	205	40.1
Secondary school	230	40	17.4	1051	428	40.7
Adult education	15	1	6.7	69	17	24.6
School district level	190	48	25.3	878	425	48.4
County Office of Education level	45	9	20	176	83	47.2
Employed in another educational setting	25	5	20	133	51	38.3

<b>CPACE 2016-21</b>	<b>Annual N Completed</b>	<b>Annual Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative Passed</b>	<b>Cumulative % Passed</b>
Employed, but not in an educational setting	N/A	N/A	N/A	8	*	*
Unemployed	5	*	*	35	19	54.3
K-8 school	65	17	26.2	251	104	41.4
Charter School	85	18	21.2	347	156	45
Continuation School	4	*	*	21	7	33.3
<b>Education Assignment</b>						
No response	7	*	*	150	73	48.7
General education teacher	376	82	21.8	1849	784	42.4
Special education teacher	94	11	11.7	463	161	34.8
Adult or vocational education teacher	19	1	5.3	70	20	28.6
Program coordinator	206	49	23.8	845	384	45.4
Consultant	20	7	35	77	38	49.4
Counselor	45	5	11.1	190	60	31.6
Librarian	N/A	N/A	N/A	9	*	*
Nurse	2	*	*	8	*	*
Psychologist	39	10	25.6	175	72	41.1
Speech pathologist	7	*	*	33	14	42.4
Other non-administrative public school position	129	29	22.5	629	329	52.3
Currently not in an education assignment	9	*	*	50	26	52
<b>Experience as an Educator</b>						
No response	3	*	*	117	57	48.7
less than 3 years	8	*	*	44	14	31.8
3-5 years	74	11	14.9	359	154	42.9
6-10 years	249	54	21.7	1286	620	48.2
11 or more years	619	131	21.2	2742	1120	40.8
<b>Experience Related to Administration</b>						
No response	2	*	*	17	5	29.4

<b>CPACE 2016-21</b>	<b>Annual N Completed</b>	<b>Annual Passed</b>	<b>Annual % Passed</b>	<b>Cumulative N Completed</b>	<b>Cumulative Passed</b>	<b>Cumulative % Passed</b>
California public school (TK-12)	247	62	25.1	1065	479	45
Out-of-state public school (TK-12)	3	*	*	25	12	48
Private school (TK-12)	10	4	40	74	33	44.6
Non-educational administrative experience	24	4	16.7	110	27	24.5
No administrative experience	151	28	18.5	636	247	38.8
Mentor/master teacher or support provider	92	19	20.7	391	151	38.6
Teacher on special assignment	104	26	25	421	176	41.8
Program coordinator or director	97	9	9.3	343	113	32.9
<b>School Administration Related Coursework</b>						
No response	3	*	*	211	108	51.2
1-6 semester credit hours	130	25	19.2	659	263	39.9
7-15 semester credit hours	60	13	21.7	298	115	38.6
16-24 semester credit hours	47	8	17	182	72	39.6
25 or more semester credit hours	91	16	17.6	417	157	37.6
None	622	136	21.9	2781	1250	44.9

*\*Note: Pass rates are not reported for exams with fewer than ten candidates*